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ABSTRACT

This counselor's manual provides step-by-step information on the use and administration of PLACE, a diagnostic and prescriptive aid in employment counseling, with clients. (Client materials are available separately.) It is divided into two "books." Book 1 contains materials concerning PLACE as a whole. Chapter 1 overviews PLACE, its purposes, settings, methods of administration and counselor's role. Chapter 2 considers the make-up of PLACE: a model of employability, components (four workbooks, four sourcebooks, and directory), and definitions of topics. Chapter 3 focuses on the PLACE process. Identifying clients who can benefit from PLACE is the topic of chapter 4. Suggestions for using PLACE with groups is discussed in chapter 5. Book 2 of the manual describes Parts A/B, C, D, and E of PLACE. Separate chapters contain a description of the use of each part with clients and reference material on the relevant employability topics. Topics of the four parts are Identifying Your Occupation/Fitting the Requirements, Getting the Job, Doing Well on the Job, and Personal Needs. Appendixes include a Solution Planning Guide to help clients identify, assess, and choose solutions to employment problems; suggested background reading; and a paper, "Client-Focused Counselling Objectives." (YLB)

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PLACE

Guided steps to employment readiness

COUNSELLOR'S MANUAL

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A NOTE ON USING THIS MANUAL

In a sense, PLACE is not one program, but four. There can be little wonder, therefore, that this manual is somewhat lengthy and complex. However, don't be intimidated by its size -- you won't need to digest it whole. This note is intended to help you use this manual and get off on the right foot.

The PLACE Counsellor's Manual is divided into two "books". Book One contains material concerning PLACE as a whole.

The first time you pick up this manual, you should read Book One in its entirety. This will give you a good overview of the system and how it might fit into your counselling milieu.

Each of Parts A/B, C, D and E of PLACE has been given a separate chapter containing a description of its use with clients and reference material on the relevant employability topics. These four chapters make up Book Two of this manual. Before you use a given Part of PLACE with clients, you should read the appropriate chapter in Book Two. As you carry out PLACE sessions and interviews, you also will want to refer to these chapters concerning specific points and questions.

You will need to look up certain kinds of information repeatedly. By using the following table, you can quickly find what you need to know.

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BOOK ONE

PLACE AS A WHOLE

Chapter I
OVERVIEW

DESCRIPTION

PLACE: Guided Steps to Employment Readiness is a client-oriented learning package that enhances the user's ability to function in the labour market. It provides a framework in which the client can assess whether s/he meets occupational requirements and the demands of working. When the client, with the help of PLACE, discovers and defines employment problem(s), the system directs the client to methods for solving those difficulties. These methods include programs of the Canada Employment and Immigration Commission, as well as local service agencies and personal strategies.

PLACE is structured according to a well-defined set of employment-related topics or factors. These topics are derived from the experimental use of earlier versions of PLACE and from the literature of employability measurement. They are listed below under Chapter II, "Make-Up of PLACE".

PLACE is divided into four main Parts:

A/B Identifying Your Occupation/Fitting the Requirements - ensures that the client has chosen an occupation goal and helps the client to determine whether s/he meets the requirements of his/her occupation;

C Getting the Job - helps the client to assess his/her job search skills;

D Doing Well on the Job - helps the client to assess his/her work habits and ability to function well on the job;

E Personal Needs - enables the client to identify areas of personal need or difficulty (e.g. child care, finances, transportation) that can hinder his/her ability to look for and perform a job.

Clients use some or all of these Parts, depending on their situations and previous difficulties in finding and/or keeping a job. (More detail on target populations for each Part of PLACE is provided under Chapter IV, "Identifying Clients Who Can Benefit from PLACE".)

PURPOSE OF THIS MANUAL

1. To provide step-by-step information on the use and administration of PLACE with clients.

2. To describe the techniques that counsellors should use to help clients identify and overcome barriers to employment and learn how to function well in the labour market.

PURPOSE OF PLACE

PLACE is a diagnostic and prescriptive aid in employment counselling. Traditionally, employment counselling tools have concentrated on helping people identify occupations they would enjoy. PLACE deals with the stage that follows the choice of occupation goals. It helps people to determine whether they are ready for those occupations and for the world of work in general. It also helps people to identify the skills and resources they need to become ready for employment. Thus, the purpose of PLACE is to help clients implement their occupation goals.

Implementation of occupation goals means that clients must: fit the requirements of their occupations; know how to look for jobs and get hired; do well in their working behaviours once they are hired; and meet personal needs that can affect their employment. PLACE helps individuals assess themselves in terms of all these issues. It also provides a Directory that both clients and counsellors can use to identify alternative measures to overcome any such problems.

A client who can benefit from PLACE is one who is having, or is likely to have, difficulty in finding and keeping a job in his/her chosen occupation. Such a client can be either one who is entering or re-entering the labour market; or one who is experiencing difficulty getting and keeping a job after already having entered the labour market. In addition, PLACE can be used as a general orientation to the labour market for a client who is planning to enter it.

SETTINGS WHERE PLACE CAN BE USED

1. Canada Employment Centres

2. Social service or welfare agencies

3. Schools, either with students who are about to enter the labour market or as a long-term preparation for students on what the world of work is like

4. Penal facilities and half-way houses that are concerned with preparing inmates or ex-offenders to re-enter the labour market

5. As part of employers' programs to help staff improve their work habits and advancement/transfer possibilities, as well as deal with personal problems that affect their work

6. Psychiatric and other rehabilitative facilities that are concerned with helping patients enter the labour market

7. Agencies that deal with specific target groups (e.g. women, youth, disabled, natives, ex-offenders), including Outreach projects

8. Other settings where people are helped to enter the labour market or to deal with difficulties in finding and keeping employment

PLACE can be used with both individual clients and in groups. When used in groups, PLACE is easier to administer if the situations and potential employment barriers of group members are similar.

METHODS OF ADMINISTRATION

1. Group - This approach is appropriate in situations where there is a high volume of clients who might benefit from PLACE.

2. Alone in the office or as homework - Where there is a low volume of clients who might benefit from PLACE, they can be introduced to the program individually and asked to complete the Workbook(s) and Sourcebook(s) at home.

3. One-to-One - The counsellor can go through the process step-by-step with clients who would have trouble using PLACE by themselves (e.g. due to poor reading skills, a language barrier, etc.).

Each of these methods of administration is followed by post-use interviews between the counsellor and individual clients. (For more information on using PLACE in groups and on when PLACE should be used on a homework or one-to-one basis, see Chapter V, "Using PLACE with Groups of Clients".)

ROLE OF THE COUNSELLOR

Counsellors who use PLACE with clients carry out the following roles:

1. Identify clients who can benefit from PLACE;

2. Ensure that clients have a positive orientation to the system, are aware of how PLACE can help them and, in those ways, get maximum use from it;

3. Explain PLACE to clients so that they understand what it does, how to use it and why it asks them to do each task (with special reference to how self-directed learning materials work and to client-focussed counselling objectives);

4. Act as a resource from whom clients can obtain help and information about the world of work as they need it;

5. Assist clients to assess and analyze their readiness for employment by asking clarifying questions and directing clients to sources of information;

6. Help clients set goals to overcome barriers to employment that they have identified;

7. Help clients identify, evaluate, prioritize and choose from among alternative plans of action that can meet the goals they have set to overcome employment barriers;

8. Make a "contract" with each client for the implementation of chosen plans of action;

9. Conduct follow-ups on clients' progress in implementing their plans of action.

Chapter II
MAKE-UP OF PLACE

MODEL OF EMPLOYABILITY

Employability is the possession of all the skills and resources required to find and keep a job in one's chosen occupation. Our research into the concept of employability has resulted in the identification of five main competencies that people must have to function well in the labour market. To be employable, an individual must possess all five competencies. That is, s/he must:

1. - be able to choose an occupation that s/he is likely to find satisfying (identifying an occupation);

2. - have all the skills and qualifications required to do the work of his/her chosen occupation (fitting the requirements);

3. - be able to carry out an effective job search (getting the job);

4. - have all the work habits, attitudes and behaviours normally expected by employers (doing well on the job);

5. - be able to cope with personal issues (e.g. transportation, care of dependents, physical disabilities) that affect his/her ability to look for and perform a job (personal needs).

Each of these are general categories of what an individual must be able to do to cope in the labour market. However, the specific criteria that an individual must meet can vary according to the occupation, the job (or employer) or the individual.

The variability of employability factors or topics can be classified as follows:

1. Job Significant: The requirements for these topics vary from one employer or job to another. For example, one employer of carpenters may provide tools, while another requires employees to provide their own tools. It follows that, in some cases, it will be possible for the client to improve his/her chances of employment simply by finding alternative employers of the same occupation.

2. Occupationally Significant: These criteria vary from occupation to occupation. For example, a carpenter would be required to have different

skills and qualifications from those for a laboratory technician. However, employers of a given occupation will be uniform in their requirements for this type of topic. It follows that, in some cases, it will be possible to improve the client's chances of employment by changing the occupation s/he pursues.

3. Client Significant: These topics refer to personal difficulties or resources that relate to the client's particular situation. They may not even be relevant for other clients. For example, a working parent may need to arrange child care, the lack of which would be a barrier to employment; while for someone with no dependents, the issue would not even come up. If the client has a problem with respect to one or more of these topics, it must be addressed. There are no alternatives: regardless of choice of occupation or job, a problem of this kind will hurt the client's chances of finding a job and doing it well.

4. Universally Significant: These topics refer to skills and abilities that all clients require to function well in the labour market. For example, all workers need similar job search skills and human relations skills. If a client has a problem with one of these topics, s/he must take steps to improve his/her skills in that area.

It is important to distinguish between these types of topics because they not only affect the nature of the solutions to clients' problems (i.e. is changing the occupation, job or employer an effective option?), but they determine whether clients need to assess their situations in terms of specific occupations or in terms of jobs.

For example, the topics related to the competency, "Fitting the Requirements", have to do with specific occupations. A client must have in mind an occupation whose requirements s/he can compare with his/her own skills and qualifications. If s/he identifies a problem with respect to "Fitting the Requirements", changing the occupation is a possible solution, since his/her skills and qualifications might fit a different occupation better.

However, the work habits topics related to the competency, "Doing Well on the Job", are universally significant. A client does not need to have an occupation in mind to do that assessment, but will not be able to consider a change of occupation as a possible solution. Since these work habits are required in all types of work, problems of this kind would not be removed by changing occupations.

The above categories of topics are useful for analyzing employability, but they are not very helpful to clients. Thus, the topics in PLACE have been grouped instead according to the way clients are more likely to view and understand the nature of their problems.

Because the criteria of employability can vary widely, depending on the client, the occupation and the job, it is almost impossible to assess employment readiness by means of a test with fixed, correct answers. Therefore, PLACE has been designed as a programmed learning tool.

COMPONENTS

The PLACE topic areas correspond with the five competencies of employability. They are:
PART A/B, Identifying Your Occupation/Fitting the Requirements
PART C, Getting the Job
PART D, Doing Well on the Job
PART E, Personal Needs

Each topic area in PLACE is dealt with in three components: the Workbook, the Sourcebook on the World of Work and the Directory to Employment-Related Programs and Services (see figure 1).

The PLACE Workbook is the first component the client uses. It is in the Workbook that the client assesses his/her employability. The Workbook for each Part of PLACE contains employment-related topics about which the client is asked questions that can help him/her identify employment problems. Overcoming these problems may require the client to learn a skill or a work-related behaviour; or it may mean that the client must obtain a resource such as child care, transportation or bonding. The client invests much in the Workbook and it becomes a personal testimony of his/her employment needs. Thus, it is the client's property once it is filled out -- a consumable item.

The PLACE Sourcebook on the World of Work is a reference tool that can be reused by successive clients. It provides clients with information about occupations, the norms of the labour market and sources that clients can consult to find additional information. For each employment-related topic in a Workbook, there is a section in the corresponding Sourcebook, which clients can read to analyze the nature of the employment requirements for that topic. Clients can also use the Sourcebook, if necessary, to find out what is meant by the questions in the Workbook and thus determine how they should be answered. By reading the Sourcebook, clients can find out what skills or resources must be obtained to overcome each employment problem.

The PLACE Directory to Employment-Related Programs and Services is a counsellor's resource as much as a client's. It is a source of information about alternative plans of action for overcoming employment problems that the client has identified. The Directory is cross-referenced to the employment-related topics in the Workbooks. It indexes and describes programs and services of the Canada Employment and Immigration Commission and community agencies. Personal strategies for overcoming employment barriers also are described, where appropriate. The Directory can be used with the Workbooks and Sourcebooks, but it is also important on its own: a client who has a good idea of his/her problem can simply refer to the Directory for possible solutions.

Chart of the Components of PLACE and their Functions

The Components	The Functions
PLACE Workbooks(4)	- guide the analysis of employability and refer clients to sources of problem-solving methods.
PLACE Sourcebooks(4)	- provide a guide to the requirements of the labour market. - are consulted by clients when they complete each Workbook.
PLACE Directory(1)	- indexes employment-related programs and services according to the PLACE topics. - provides information that helps clients choose the program or service best suited to their needs.

- figure 1 -

* The PLACE Workbooks are published in four self-contained consumable booklets corresponding to the PLACE topic groupings: Part A/B, Identifying Your Occupation/Fitting the Requirements; Part C, Getting the Job, Part D, Doing Well on the Job; Part E, Personal Needs.

* The PLACE Sourcebooks are published as four self-contained reference books corresponding to the topic groupings of the Workbooks.

* The PLACE Directory is contained in a three-ringed binder divided according to the topic groupings of the Workbooks.

DEFINITIONS OF TOPICS

The PLACE topics and their descriptions follow. Whether the topic is Job, Occupationally, Client or Universally Significant is indicated for each one.

A. Identifying Your Occupation

This topic deals with whether the client has an occupation goal and whether s/he can access it in the Canadian Classification and Dictionary of Occupations (CCDO) and other published sources of occupational information. (Universally Significant)

B. Fitting the Requirements

1. Physical Requirements - This topic deals with whether the client meets the height, weight, vision, hearing and other physical requirements of his/her chosen occupation. (Job/Occupationally Significant)

2. Work Performance Requirements

(a) Duties of the Job - This topic deals with whether the client has the skills and experience needed to carry out the duties of the occupation. (Occupationally Significant)

(b) Using Work Tools and Equipment - This topic deals with whether the client knows how to use the tools and equipment involved in doing the work of his/her occupation. (Occupationally Significant)

(c) Language Skills - This topic deals with whether the client has the speaking, reading and writing skills in the language(s) that employers in the client's occupation will expect him/her to use. (Job Significant)

3. Credentials

(a) Education and/or Training Requirements - This topic deals with whether the client has the education and/or training credentials that normally are required in order to work in his/her occupation. (Job/Occupationally Significant)

(b) Licences and Certificates - This topic deals with whether the client has the licences, certificates and registrations that normally are required in order to work in his/her occupation. (Job/Occupationally Significant)

(c) Memberships - This topic deals with whether the client is a member of the union, professional association or other organization to which s/he must belong in order to work in his/her occupation. (Job/Occupationally Significant)

(d) Citizenship Requirements - This topic deals with whether the client is a Canadian citizen, if it is required in order to work in his/her occupation. (Job Significant)

4. Equipment and Work Clothes Ownership

(a) Vehicles - This topic deals with whether the client has a car, truck or other vehicle that is required for use on the job in his/her occupation. (Job Significant)

(b) Tools and Equipment Ownership - This topic deals with whether the client has the tools and equipment that s/he is required to supply for use on the job in his/her occupation. (Job Significant)

(c) Work Clothes - This topic deals with whether the client has the work clothes that normally are required in his/her occupation. (Job/Occupationally Significant)

C. Getting the Job

1. Preliminary Steps - This topic deals with whether, when carrying out a job search, the client has an occupation goal and has the qualifications necessary to work in that occupation. (Universally Significant)

2. Initial Preparation

(a) Preparing a Work Site - This topic deals with whether the client has organized a work site where s/he can work on a job search every day in privacy and use a telephone; and whether the client has the work materials that are needed for a job search. (Universally Significant)

(b) Preparing Your Personal Appearance - This topic deals with whether the client has the right kind of clothing s/he will need for job interviews and whether it is ready to be worn at a moment's notice, if necessary, and whether the client grooms himself/herself properly for job interviews. (Universally Significant)

(c) Preparing Your Personal Information Package - This topic deals with whether the client has copies of the documents s/he will need for a job search, such as a resumē, Social Insurance Number, proof of citizenship, samples of his/her work, letters of reference and transcripts of grades. It also deals with whether the client's resumē is well-organized and contains all the necessary information. (Universally/Job Significant)

(d) Scheduling and Record-Keeping - This topic deals with whether the client has a method of scheduling job search activities, keeping track of the status of applications and recording the names and addresses of prospective employers. (Universally Significant)

(e) Locating Job Prospects - This topic deals with whether the client uses a sufficient number and variety of sources to locate possible job openings. (Universally/Job Significant)

3. Making Contact with Employers

(a) Written Applications - This topic deals with whether, when applying for jobs, the client can write covering letters and fill out application forms properly. (Universally Significant)

(b) Telephone Inquiries and Applications - This topic deals with whether the client uses telephone contacts with employers in a way that will increase his/her chances of being invited to an interview. (Universally Significant)

(c) Personal Visits - This topic deals with whether the client presents himself/herself to the best advantage when contacting employers in person. (Universally Significant)

4. The Interview

(a) Preparing for the Interview - This topic deals with how well the client prepares for interviews. (Universally Significant)

(b) Participating in the Interview - This topic deals with whether the client participates in interviews in a way that will create a good impression of his/her appearance, attitude and behaviour. (Universally Significant)

(c) Evaluating the Interview - This topic deals with whether, after each job interview, the client evaluates his/her performance in order to improve it at subsequent interviews. (Universally Significant)

5. Follow-up Procedures

(a) Keeping in Touch with Employers - This topic deals with whether the client contacts employers a little while after interviews to remind them of his/her application and to communicate any important information that was not covered in the interviews. (Universally Significant)

(b) Dealing with Job Offers - This topic deals with whether the client assesses job offers and responds to them properly. (Universally Significant)

(c) Closing the Job Search Campaign - This topic deals with whether the client closes his/her job search by thanking people who have helped; informing agencies and employers that s/he is no longer available; and keeping files and notes for reference during subsequent job searches. (Universally Significant)

D. Doing Well on the Job

1. Looking and Acting the Part

(a) Appearance - This topic deals with whether the client wears the appropriate kind of clothing and is properly groomed on the job. (Universally Significant)

(b) Timekeeping - This topic deals with whether the client is usually on time for work, avoids being absent and promptly informs the appropriate person when s/he is going to be absent. (Universally Significant)

(c) Following Company Policies - This topic deals with whether the client finds out about and follows formal company policies; finds out about and follows informal company rules about such things as the length of coffee and lunch breaks; asks his/her supervisor about rules or policies s/he does not understand; obeys company rules even if s/he does not agree with them, and makes any complaints about policies and how fairly they are enforced according to the accepted procedure used in the organization. (Universally Significant)

2. Meeting Work Standards

(a) Work Methods - This topic deals with whether the client does his/her work efficiently, neatly and in sufficient quantity and quality. (Universally Significant)

(b) Care of Equipment and Materials - This topic deals with whether the client takes good care of the equipment and materials supplied by the employer. (Universally Significant)

3. Working with People

(a) Communications Skills - This topic deals with how well the client gives and receives instructions and feedback on the job. (Universally Significant)

(b) Human Relations Skills - This topic deals with how well the client gets along with his/her boss, co-workers, staff and clients or customers. (Universally Significant)

4. Showing Initiative - This topic deals with whether the client shows interest in his/her job by: finding out about the employer; being versatile and adaptable; making an effort to improve his/her skills and qualifications; showing a positive attitude and pride in his/her work; solving problems; and improving the quality of the projects s/he works on by making suggestions about new ways to perform tasks and by ensuring that the quality of his/her work is high. (Universally Significant)

E. Personal Needs

1. Finances - This topic deals with whether the client has enough money to meet his/her basic living expenses while looking for a job; whether the amount of money the client is making or expects to make while working will be enough to meet all his/her expenses; or whether serious debts or the threat of wage garnishee are interfering with the client's ability to find and keep a job. (Client Significant)

2. Transportation - This topic deals with whether the client has access to a reliable means of transportation so that s/he can get to work or to job interviews regularly and on time. (Client Significant)

3. Care of Dependents - This topic deals with whether the client can make arrangements for reliable care of children and/or adult dependents while the client is at work or conducting a job search. (Client Significant)

4. Health - This topic deals with whether the client has any physical, emotional or alcohol/drug problems that might make it hard to look for jobs or to work effectively. (Client Significant)

5. Physical Limitations - This topic deals with whether the client has a physical disability or limitation that makes it hard to work, look for a job or be hired; and whether the client lacks a physical aid (e.g. glasses, wheelchair, hearing aid) that could correct or diminish his/her limitation so that s/he could work in his/her occupation. (Client Significant)

6. Housing - This topic deals with whether the client has an adequate place to rest, write letters of application, use the telephone, receive messages, keep his/her possessions, groom himself/herself and care for his/her clothing. (Client Significant)

7. Legal Problems - This topic deals with whether the client has any legal problems, (e.g. a lawsuit, a criminal record, divorce/separation proceedings or inability to obtain bonding) that would drain his/her energy; make it necessary to take time from his/her work or job search; or make it difficult to get or stay hired. (Client Significant)

8. Discrimination - This topic deals with whether the client is having difficulty finding a job (or who has lost a job) due to discrimination concerning his/her national or ethnic origin, colour, race, sex, religion, marital status or a similar personal characteristic. (Client Significant)

Chapter III
HOW PLACE WORKS

1. The client uses only the Parts of PLACE that s/he and the counsellor feel may be relevant to the client's situation. (This manual provides counsellors with ways of recognizing which Parts of PLACE can help a given client. See Chapter IV, "Identifying Clients Who Can Benefit from PLACE".)

2. For each Part of PLACE the client uses, s/he completes a Workbook. In the Workbook, s/he answers questions about the set of PLACE topics listed there. In this way, the client can determine whether s/he has the skills or resources relevant to those topics. The questions often call for simple YES/NO responses. The client's answers determine whether s/he has employment problems.

3. The Workbook for Part A/B directs the client to the appropriate pages in the Part A/B Sourcebook on the World of Work to help him/her to answer the questions in the Workbook. In the Sourcebook, the client can find what s/he needs to know to answer the questions or where to look for the information needed.

4. If the client identifies an employment problem with respect to a given topic, s/he is directed to record the problem on a checklist and then to go on to the next question or topic in the Workbook.

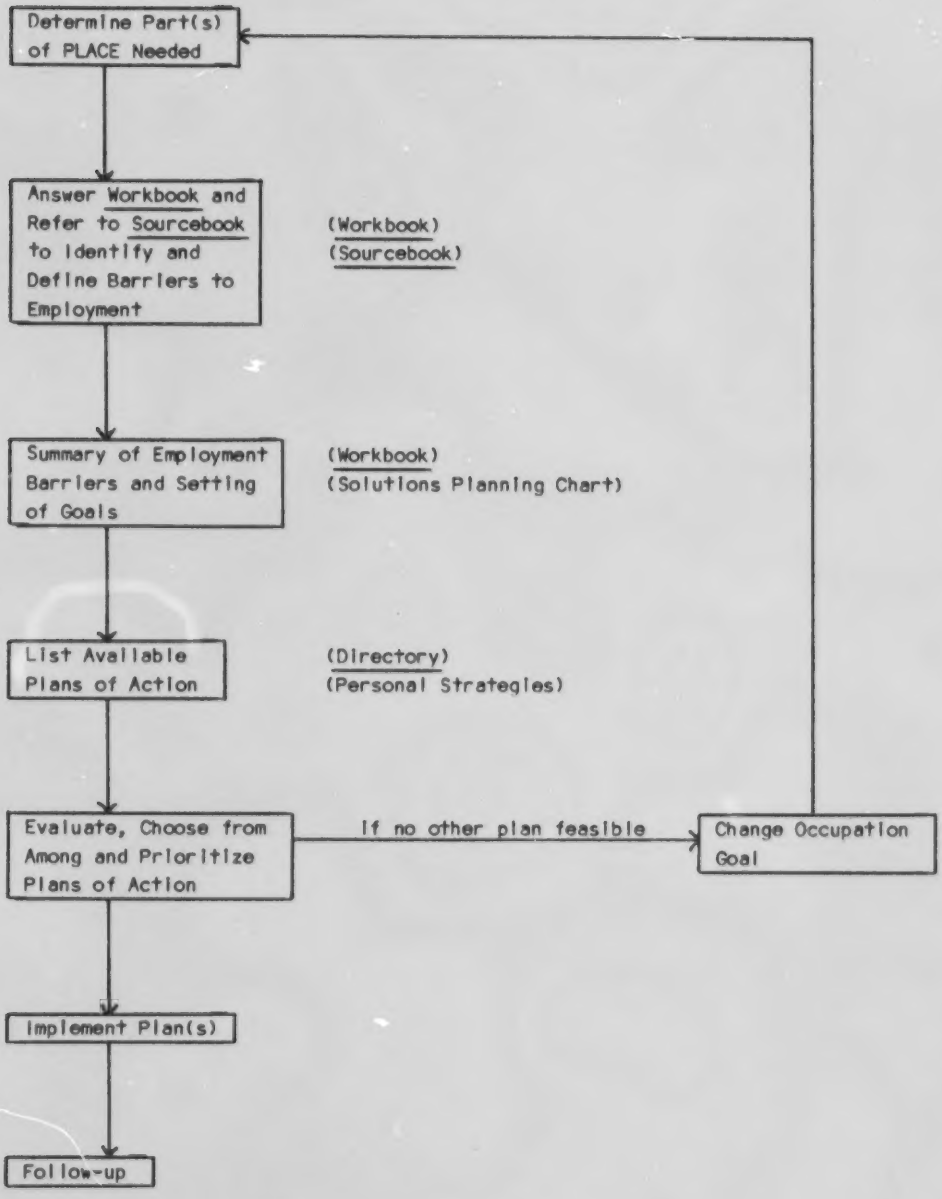
5. For each employment problem s/he has identified, the client is referred to the Sourcebook. There, s/he can find out what s/he should be trying to achieve to overcome the problem and some ways of doing so. Thus, the client is setting goals, the achievement of which will eliminate employment problems. (In Part A/B, the client goes directly to the PLACE Directory after completing the Workbook.)

6. In order to meet the goals s/he has set, the client requires plans of action. S/he refers to the PLACE Directory to Employment-Related Programs and Services to find plans that relate to his/her employment problems. Programs and services of the Canada Employment and Immigration Commission are listed there; relevant kinds of community-based services are described; and some personal strategies also are outlined, where appropriate.

7. For each goal to be achieved, the client assesses and chooses from the alternative plans of action s/he has identified by means of the Directory. S/he does so according to each plan's relative feasibility in his/her situation and the urgency of achieving the goal. If the client has more than one goal to achieve, s/he prioritizes the plans of action s/he chooses to implement according to their relative urgency and whether overcoming some problems is a prerequisite for dealing with others. The assessment and choice of plans of action can be done with the help of the Solution Planning Guide found in the Directory (also found in Appendix 1 of this manual.)

8. Finally, the client maps out the implementation of his/her chosen plans of action with any stages that may be involved and target dates for completion. At follow-up meetings with the counsellor, the client goes over his/her progress in carrying out the plans of action and works out any adjustments that may be necessary. Upon completion of his/her plans of action, the client satisfies all requirements and conditions that are needed to successfully find and keep employment in his/her occupation.

The PLACE Process


Determine Part(s) of PLACE Needed
Answer Workbook and Refer to Sourcebook to Identify and Define Barriers to Employment
(Workbook)
(Sourcebook)
Summary of Employment Barriers and Setting of Goals
(Workbook)
(Solutions Planning Chart)
List Available Plans of Action
(Directory)
(Personal Strategies)
Evaluate, Choose from Among and Prioritize Plans of Action
If no other plan feasible
Change Occupation Goal
Implement Plan(s)
Follow-up

- figure 2 -

Chapter IV
IDENTIFYING CLIENTS WHO CAN BENEFIT FROM PLACE

A systematic way of identifying clients who need extra help in finding and keeping jobs and who can benefit from PLACE will allow a counsellor to quickly get them the service(s) they need. This has the added advantage of not wasting placement services on clients who need a different type of help before they can benefit from job referrals. This chapter provides a simple system for identifying such clients.

Clients who can benefit from PLACE can be divided into two broad groups:

1. Clients who are entering or re-entering the labour market may have relatively firm occupation choices for which they need to determine the requirements they must meet and how to do so. Part A/B of PLACE can help clients find out such information.

   Other clients may have several tentative occupation choices that they wish to compare and assess in order to reach firm occupational decisions. Part A/B of PLACE can help such clients determine the occupational alternatives whose requirements they meet or are most willing to meet.

   In both cases, clients also can benefit from Parts C (Getting the Job), D (Doing Well on the Job) and E (Personal Needs), through which they can gain an orientation to the labour market and to the kinds of considerations that affect employability.

2. Clients who have entered the labour market and who are experiencing difficulty getting and keeping jobs may have relatively firm occupation choices, for which they think they are qualified. Such clients can use Part A/B of PLACE to make sure they really are qualified. They also can use Parts C, D, and/or E to determine whether their employment difficulties have to do with job search skills (Part C), their work habits (Part D) or their personal needs (Part E).

CHARACTERISTICS OF PLACE CLIENTS

In general, clients whom PLACE can help have at least one of six characteristics. These characteristics are symptoms of other problems that PLACE addresses. Reception or counselling staff should be able to spot people with these attributes:

1. Lack of an Occupation Goal

   The client cannot tell you what kind of work s/he is looking for.

   How to Identify these Clients

   Clients who lack occupation goals often state this, either when filling out their Master Registration Forms or when attempts are made to direct them to the appropriate job board in the Job Information Centre. Often these clients, when asked what they want to do, will reply, "Anything" or "I'm not sure".

   Counsellors and reception staff often are in a position to identify clients in this type of situation very early in the client's visit to the employment centre. When reception staff identify such a client, they should refer him/her to a counsellor, explaining to the counsellor the fact that the client lacks a clear occupation goal. In turn, the counsellor should suggest and introduce the appropriate PLACE material.

   Parts of PLACE Indicated

   Part A, Identifying Your Occupation, is indicated for a client who lacks a firm occupation goal. However, if it is clear that the individual does not have an occupation goal at all, you may wish to refer the client directly to the Index to Canadian Occupations, Your Personal Occupation Selector or other similar tools.

   Once the client has identified occupations of interest, s/he should use Part B, Fitting the Requirements. This Part helps clients assess their ability to do the work of the occupation. By using Part B, the client can decide whether s/he has the skills and qualifications required to do the work.

   Once they have identified occupation goals and determined whether they meet the requirements, many clients will also wish to use Parts C, D and E, prior to being referred for job interviews. It is quite conceivable that a client with no occupation in mind can benefit from Parts C, D and/or E; but such a client will still have difficulty finding and keeping a job if s/he does not know the kind of work for which s/he is looking or whether s/he is qualified to do it.

2. Multiple Unsuccessful Job Interviews

   Despite being invited to a number of interviews, the client seems to have some problem that consistently gets in the way of his/her being hired (e.g. poor interview skills, applying for inappropriate jobs). PLACE can help the client to identify such a problem.

How to Identify these Clients

In employment centres where computerized order-taking and referral recording has been installed, the computer can be used to identify clients who have been referred many times. Where order-taking and referral recording are done manually, it is possible for clerical staff to identify multiple referral clients from their files. When clients are identified, they should be referred to a counsellor who can offer the appropriate Parts of PLACE.

Parts of PLACE Indicated

The counsellor really has to proceed by the process of elimination with this type of client.

First, check that the client has an occupation goal and that s/he is sure of it. If not, then Part A, Identifying Your Occupation, and the Index to Canadian Occupations are indicated.

If a firm occupation goal has been identified, then the two most likely reasons for lack of success in the job search are: lack of skills and qualifications; and lack of job search skills. Thus, Part B, Fitting the Requirements, and Part C, Getting the Job, are both indicated.

It is also possible that domestic or personal issues are making the job search difficult. It seems likely that Part E, Personal Needs, is indicated.

3. An Extended Period of Unemployment

Define "extended period" as one month longer than the average period of unemployment for clients of your office. If the client exceeds this period, you can usually assume that s/he has an employment problem other than a lack of available jobs. PLACE will probably identify the problem and help find ways to solve it.

How to Identify these Clients

The length of a client's unemployment is indicated on the Master Registration Form. Clerical staff can identify clients from this form. Colour coding or some other special filing procedure may make identification of long-term unemployed clients easier.

Once identified by clerical staff, these clients can be referred to counsellors who will identify which Parts of PLACE will be appropriate.

Parts of PLACE Indicated

An extended period of unemployment can be caused by lack of occupational choice, lack of skills or qualifications, lack of job search skills, or personal or domestic problems. Thus,
Part A, Identifying Your Occupation, and the Index to Canadian Occupations,
Part B, Fitting the Requirements,
Part C, Getting the Job, or
Part E, Personal Needs,
respectively, could each be indicated.

It must be up to the client and counsellor together to decide which of these Parts of PLACE is relevant to the client's needs. The 60-Second Employ-Ability Check-Up may be the most convenient means of doing so (see below).

4. Refusal by a Counsellor to Refer the Client to a Listed Vacancy

The client probably is not considered qualified for the job. PLACE can bring this home to the client; help the client determine what s/he needs to become qualified; and help the client to find out for what kinds of jobs s/he is qualified.

How to Identify these Clients

Any client refused a referral to a job could be offered the PLACE assessment material by the counsellor who has refused to make the referral. In some cases where the client is hostile, a supervisor or another counsellor may become involved. In these cases, the supervisor or second counsellor may offer PLACE to the client.

Parts of PLACE Indicated

Part B, Fitting the Requirements, is indicated wherever the counsellor has refused the job referral due to the client's lack of skill or qualifications requirements.

Part D, Doing Well on the Job, should be offered if the counsellor is refusing to refer the client to a job because s/he feels the client lacks appropriate working attitudes or behaviours.

In some cases, Part E, Personal Needs, will be indicated if the counsellor feels that problems in relation to domestic or personal issues are rendering the client incapable of properly carrying out the job in question.

5. History of Frequent Job Change

Such a client is failing to hold jobs because s/he is not satisfying employers or is unhappy with the work. PLACE can help the client find out why s/he has been mismatched with past jobs and how to find more suitable work. It also can help the client identify and deal with inappropriate working behaviours or poor performance caused by the pressure of personal problems.

How to Identify these Clients

There are two stages in identifying clients who have this type of characteristic. First, it is relatively easy to check the number of jobs the client has held in the last twelve months. This can be done by examining the Master Registration Form. Also, the client may mention, when speaking with employment centre staff, that s/he has changed jobs often in the last year. This initial screening could be carried out by clerical staff, counselling assistants or counsellors. Generally, clients who have had more than three jobs in the last twelve months probably need an assessment of their employment situations. This is especially true if the client has changed occupations as well as jobs. (There are exceptions, of course: for example, people in the construction and tourist industries often experience frequent job -- not occupational -- changes.)

The second stage is more complex. It involves finding out why the client is changing jobs so often. Here, a history of the client's work experience in the last several months is needed. Counsellors can judge from this history which of the four reasons for frequent job changes applies (see below).

Parts of PLACE Indicated

1. If the client is leaving jobs due to inappropriate occupation choice or lack of a choice, then Part A and the Index to Canadian Occupations are indicated.

2. If the client is losing jobs due to what appears to be inadequate skills or qualifications, then Part B, Fitting the Requirements, is indicated.

3. If the client is losing jobs due to poor work habits and behaviours, then Part D, Doing Well on the Job, is indicated.

4. If the client has been having trouble coping with personal or domestic issues and this is affecting his/her work performance, then Part E, Personal Needs, is indicated.

It is, of course, possible that a client is losing jobs due to a combination of these reasons. In that case, the Parts of PLACE that deal with each of his/her reasons for losing jobs should be made available.

6. A Request by a Client for Training, Testing or Other Special Services

Such a client evidently is aware that s/he is not job-ready and needs help. The service the client has requested may well be what s/he needs, but PLACE will determine whether the client is addressing all his/her employment problems and whether the requested service is indeed the most appropriate.

How to Identify these Clients

It is fairly easy to identify clients who want a special program or service -- they simply ask for it. Usually, they ask the receptionist whom they should see about the program. In other cases, they ask to see a counsellor and make their request for the program to him/her. In either of these situations, counsellors should be the only ones to recommend PLACE and to refer clients to the material.

Parts of PLACE Indicated

In this case, the Part of PLACE that is relevant depends on the type of service requested.

If the client requests a program that solves skill and qualifications problems, then Part B, Fitting the Requirements, should be offered.

If the client requests a job search program, then Part C, Getting the Job, should be offered. (Using Part C usually assesses and solves any job search problems the client has.)

If the client asks for a program that teaches good working behaviours, then Part D, Doing Well on the Job, should be offered.

If the client asks for a program that helps with personal or domestic problems, then Part E, Personal Needs, can help.

SUMMARY OF METHODS OF IDENTIFYING PLACE CLIENTS

CLIENT CHARACTERISTIC	CAN BE IDENTIFIED BY:	PART OF PLACE ASSESSMENT PACKAGE INDICATED
1. No firm occupation goal.	- Master Registration Form (no choice indicated) - Statement of lack of choice by client to: -reception staff -counsellor	Part A, plus the Index to Canadian Occupations Part B, Fitting the Requirements Part C, Getting the Job
2. Multiple unsuccessful job interviews.	- Master Registration Form (no. of job referrals) - Screened by: -clerical staff then referred to counsellor	Part A, plus the I.C.O. and/or Part B, and/or Part C, and/or Part E, Personal Needs.
3. Unusually long period of unemployment.	- Master Registration Form - Screened by: -clerical staff then referred to counsellor	Part A, plus the I.C.O. and/or Part B, and/or Part C, and/or Part E.
4. Refused job referral by counsellor.	- Counsellor - Supervisor	Part B, and/or Part D, Doing Well on the Job, and/or Part E.
5. Frequent changes of job or occupation (3 or more in 12 months).	Initial Screening - Master Registration Form - Screened by clerical staff Detailed Screening - Interview by counsellor	Part A plus I.C.O. and/or Part B, and/or Part D, and/or Part E.
6. Requests for special services.	Client asks for the service: - Reception staff - Counsellors	Part B, and/or Part C, and/or Part D, and/or Part E.

- figure 3 -

THE 60-SECOND EMPLOY-ABILITY CHECK-UP

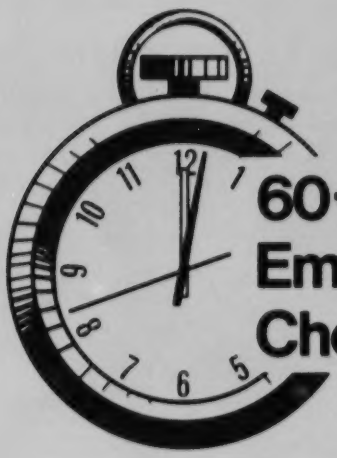
If clients exhibit any of the above characteristics, they should be offered PLACE. However, they first should be asked to complete the "60-Second Employ-Ability Check-Up". This will help you to confirm that the clients could benefit from PLACE; confirm the Part(s) of PLACE they should use; and find out any additional Part(s) of PLACE that may be appropriate.

The "Check-Up" also can be used to find clients who can benefit from PLACE when you have not already identified them by the six characteristics above. When used in this way, copies of the "Check-Up" should be left in the Job Information Centre and/or reception area of your office, where clients will use them if interested.

A copy of the "60-Second Employ-Ability Check-Up" appears below.

Employment and Immigration Canada / Emploi et Immigration Canada

PLACE



60-Second Employ-Ability Check-Up

The following questions will help you to evaluate your readiness for employment in five main areas. Please mark your answers with an 'X'.

PART A / IDENTIFYING YOUR OCCUPATION

Have you chosen an occupation goal? ☐ Yes ☐ No

PART B / FITTING THE REQUIREMENTS

Do you:

- match the physical requirements of your occupation?	☐ Yes	☐ No	☐ Not Sure
- have the skills to perform the required duties of your occupation?	☐ Yes	☐ No	☐ Not Sure
- have the credentials required for your chosen occupation?	☐ Yes	☐ No	☐ Not Sure
- have the necessary tools, equipment, vehicles and clothing for your chosen occupation?	☐ Yes	☐ No	☐ Not Sure

PART C / GETTING THE JOB

Do you:

- have a good resumé of your work experience, education and other accomplishments?	☐ Yes	☐ No	☐ Not Sure
- have a plan of how to carry out your job search?	☐ Yes	☐ No	☐ Not Sure
- use at least five sources of information on job openings?	☐ Yes	☐ No	☐ Not Sure
- know how to approach a prospective employer?	☐ Yes	☐ No	☐ Not Sure
- know how to prepare yourself for an interview with a prospective employer?	☐ Yes	☐ No	☐ Not Sure

- figure 4 -

(continued...)

PART D / DOING WELL ON THE JOB

When you are employed, do you know how to:

- dress and groom yourself appropriately?	☐ Yes	☐ No	☐ Not Sure
- deal with absence or lateness?	☐ Yes	☐ No	☐ Not Sure
- inform yourself about company policies?	☐ Yes	☐ No	☐ Not Sure
- meet work standards?	☐ Yes	☐ No	☐ Not Sure
- get along with co-workers?	☐ Yes	☐ No	☐ Not Sure
- show initiative?	☐ Yes	☐ No	☐ Not Sure

PART E / PERSONAL NEEDS

Are you free of problems in the following areas?

- Finances (budget, serious debt)	☐ Yes	☐ No	☐ Not Sure
- Transportation	☐ Yes	☐ No	☐ Not Sure
- Care of Dependents (children or adults)	☐ Yes	☐ No	☐ Not Sure
- Health (physical, emotional, alcohol/drug abuse)	☐ Yes	☐ No	☐ Not Sure
- Physical Limitations	☐ Yes	☐ No	☐ Not Sure
- Housing	☐ Yes	☐ No	☐ Not Sure
- Legal Problems	☐ Yes	☐ No	☐ Not Sure
- Discrimination	☐ Yes	☐ No	☐ Not Sure

IF YOU HAVE ANSWERED "NO" OR "NOT SURE" TO ANY OF THESE QUESTIONS, CONSULT THE APPROPRIATE PART OF PLACE: GUIDED STEPS TO EMPLOYMENT READINESS. IT CAN HELP YOU BECOME BETTER PREPARED TO FIND AND TO KEEP A SATISFYING JOB.

PLACE

- figure 4 (cont'd) -

COUNSELLOR'S AID IN IDENTIFYING PLACE CLIENTS

The following sections correspond to the Parts of PLACE. Each sets out additional ways of identifying clients who can benefit from the Part of PLACE in question. These ways include questions you can ask clients whom you suspect PLACE can help; and clients' statements that indicate PLACE might help them, for which you can listen. You can then offer clients the "60-Second Employ-Ability Check-Up", as appropriate.

When you have determined the Part(s) of PLACE a client needs, give him/her the appropriate PLACE Workbooks and Sourcebooks and introduce the system (see Chapters VI-IX for more details). If a client has had trouble getting and keeping a job, but the Part of PLACE s/he tries does not reveal any problems, check to see whether another Part of PLACE might be appropriate and, if so, introduce it.

Questions to Determine Whether Part A/B Can Help the Client

1. Do you know the requirements of your occupation and whether you meet them?
   - physical requirements (height/weight/seeing/hearing);
   - work performance requirements (skills and experience/operating tools and equipment/languages);
   - credentials (education and training/licences and certificates/union and professional association membership/citizenship);
   - equipment and work clothes that you should own (vehicles/tools and equipment/work clothes).

2. Do you have an occupation in mind for your future work, but aren't sure whether you meet the requirements and qualifications?

3. Do you have trouble telling employers why you think you can do the jobs they have available?

4. Do you have in mind several occupations in which you might like to work, but you need to find out which one you are best qualified for (or whose requirements you will be able to meet the most easily)?

5. When employers have turned you down for jobs, have they told you that you don't meet the requirements or qualifications?

Typical Statements that Suggest Part A/B Can Help a Client

1. I'm having trouble getting a job.

2. I don't know what kind of information I need about myself so that I can apply for jobs.

3. I don't know whether I meet the requirements/qualifications for this occupation.

4. I don't know whether I'm physically suited to work in this occupation.

5. I'm not sure whether I can do the work in this occupation (work performance).

6. I'm not sure whether I have the formal requirements for this occupation (credentials).

7. I'm not sure what I'm supposed to supply, myself, to work in this occupation (vehicles/tools and equipment/work clothes).

8. I don't know whether my height/weight will fit my occupation.

9. I don't know whether I see/hear well enough to do my occupation.

10. I don't know whether I have the right skills/experience to do this kind of work.

11. I don't know whether I know how to run the tools/equipment/machines in this occupation.

12. I don't know whether I meet the language requirements of this occupation. I don't know whether the occupation requires me to speak/read/write French/English/other.

13. I don't know whether I have the right education/training/courses for my occupation.

14. I don't know whether I have the right licences/certificates for my occupation. I don't know whether my occupation requires me to have a licence/certificate.

15. I don't know whether my occupation requires me to be a member of a union/association. I don't know whether I'm a member of the right union/association for this occupation/job.

16. I don't know whether this occupation requires me to be a Canadian citizen.

17. I don't know whether my occupation requires me to own a car/truck/other vehicle.

18. I don't know what tools/equipment I'm supposed to own to work in this occupation.

19. I don't know whether I have the right kinds of clothes for this occupation.

<u>Questions to Determine Whether Part C Can Help the Client</u>

1. Do you know how to carry out the following steps in looking for a job:
   - preparation of yourself and your personal documents;
   - contacting employers and applying for jobs;
   - interviews;
   - following up job applications and interviews?

2. Have you been unable to find a job even though you meet the qualifications and requirements of the ones for which you have applied?

3. Do you have trouble getting interviews when you apply for jobs?

4. Do you feel you do badly in job interviews (because of nervousness, not knowing how to answer the questions, etc.)?

5. Do you have trouble telling employers why you think you can do the jobs they have available?

Typical Statements that Suggest Part C Can Help a Client

1. I'm having trouble getting a job.

2. I don't know how to look for a job.

3. I don't know where to start looking for a job.

4. I don't know how to find job openings I can apply for.

5. I don't know what kind of information I need about myself so that I can apply for jobs.

6. I don't know how to write a resumé. I don't know what I should say in my resumé.

7. I don't know how I should contact possible employers.

8. I have trouble filling in application forms.

9. I don't know what I should do to get ready for an interview.

10. I get too nervous at interviews. I don't know how to answer some of the questions they ask me at interviews.

11. I don't think I do well at interviews.

12. I never can tell how well an interview has gone.

13. I don't know what I should do after an interview when I'm waiting for an answer.

14. When I get a job offer, I'm sometimes not sure whether to accept it or try to wait for a better one.

Questions to Determine Whether Part D Can Help the Client

1. Do you show you care about doing a good job in the following ways:
   - looking and acting the part (appearance/attendance and punctuality/ following company policies);
   - meeting work standards;
   - working with people,
   - showing initiative?

2. Have you had trouble getting along with supervisors and/or co-workers in jobs that you have had?

3. Have you ever lost a job or been frequently warned because of dissatisfaction with your work habits or performance?

Typical Statements that Suggest Part D Can Help a Client

1. I got in trouble at work.../I lost my job.../my teachers have complained... because:
   - they didn't like the way I looked;
   - they said I was absent too much;
   - they said I was late too much;
   - they said I didn't tell anyone when I was going to be absent;
   - they said I didn't follow company/school policies.

2. I have trouble doing work the way I'm supposed to do it (efficiently, neatly, quickly, well, in enough quantity).

3. I get in trouble because they say I don't take care of the equipment/ materials well enough.

4. I have trouble getting along with other people at work.

5. I have trouble communicating with other people at work.

6. I have trouble telling people I work with:
   - what I want them to do;
   - what I want them to tell me;
   - what I think they're doing poorly or could improve;
   - what I think they're doing well.

7. People I work with get angry and don't accept my criticisms.

8. When I'm given instructions, I have trouble getting straight what I'm supposed to do.

9. I have a hard time keeping my temper when my work is criticized.

10. Somehow, when my work is criticized, things just seem to get worse.

11. I don't get along very well with:
   - my boss;
   - my co-workers;
   - people I supervise;
   - clients/customers.

12. I've always hated my bosses.

13. I'm never very interested in what the company is doing.

14. I don't enjoy my job and I don't see any point in putting a lot of extra effort into doing a really good job/into being better at it/into finding better ways of doing things/into solving problems on my own.

15. I never get promotions/I never get considered for promotions.

Questions to Determine Whether Part E Can Help the Client

1. Do you have any personal needs, problems, or special responsibilities that might interfere with your ability to look for or do a job, such as the following:
   - finances;
   - transportation;
   - care of dependents (children, adults);
   - health (physical, emotional, alcohol/drugs);
   - physical limitations;
   - housing;
   - legal problems;
   - discrimination?

2. Do you think you might have any personal problems that might interfere with your ability to look for or do a job (e.g. legal difficulties, alcohol/drug problem, disabilities, health, finances, discrimination, serious debts)?

3. Do you think you have any special needs that could affect your ability to look for or do a job (e.g. child care, transportation, housing, physical aids, etc.)?

Typical Statements that Suggest Part E Can Help a Client

1. There are problems/responsibilities/needs that make it hard for me to look for/do a job.

2. I never seem to have as much money as I need to meet my expenses.

3. I'm in debt and it's preventing me from getting a job.

4. It's going to be too expensive to spend very long looking for a job.

5. I have trouble getting to job interviews/the place where I work.

6. I have trouble getting someone to take care of my children/family the whole time I'm away at work/looking for a job.

7. I often don't feel well and can't work/work very hard/look for jobs.

8. I have a health problem/condition that makes it hard for me to do my work/look for a job.

9. I'm so upset/worried these days that I can't work/look for a job very well and I don't really care.

10. My personal problems make it impossible for me to think about anything else for very long.

11. I think I may drink too much/have a drug problem. I've been told I drink too much/have a drug problem.

12. I'm often too tired/hung-over/strung out to look for a job/get any work done/get to work on time/get to work at all.

13. I can't work/look for a job because I need/lost my:
    - glasses;
    - hearing aid;
    - crutches;
    - wheelchair;
    - dentures;
    - artificial arm/hand/leg/foot;
    - other.

14. Where I live, I have trouble getting enough rest/privacy to be able to look for a job/to be ready to work.

15. Where I live, I don't have:
    - a safe place to keep my things;
    - a good place to write letters of application;
    - use of a phone;
    - a way of receiving messages;
    - a good place to keep myself/my clothes clean;

    and so I find it hard to look for a job/be ready for work.

16. I have a legal problem (lawsuit, divorce/separation, criminal charge, criminal record) that makes me have to keep taking time out from my work/job search to handle phone calls/to go to court.

17. I have a legal problem that makes me too tired/distracted to look for a job/do my work very well.

18. I can't get a job because of my legal problem/I have a criminal record/I can't get bonding.

19. I have trouble getting an interview/job because of my race/sex/religion/national or ethnic origin/colour/marital status/criminal record/political belief/physical disability/age/an emotional problem I once had.

POSITIVE ORIENTATION TO PLACE

Clients who use PLACE should have a positive orientation. Thus, referral should be at clients' discretion. If clients have one or more of the six characteristics of PLACE clients but still want placement services only, PLACE will be of little value to them. However, it should be pointed out to such clients that they probably would benefit from the in-depth assessment, which might reveal reasons for their difficulties in finding and keeping jobs.

Similarly, clients should not be referred to PLACE arbitrarily simply because they are members of a chosen target group (e.g. juvenile offenders, natives, etc.). Clients should be genuinely interested in PLACE before they can benefit from the system. You can try to instill a positive orientation to PLACE by the way you suggest it as a means of helping the client (see Chapters VI-IX).

In relation to clients who request training, testing or other special services, it is suggested that PLACE be used before any training or testing is provided. This ensures that the course or test chosen is appropriate to the client's employment problems.

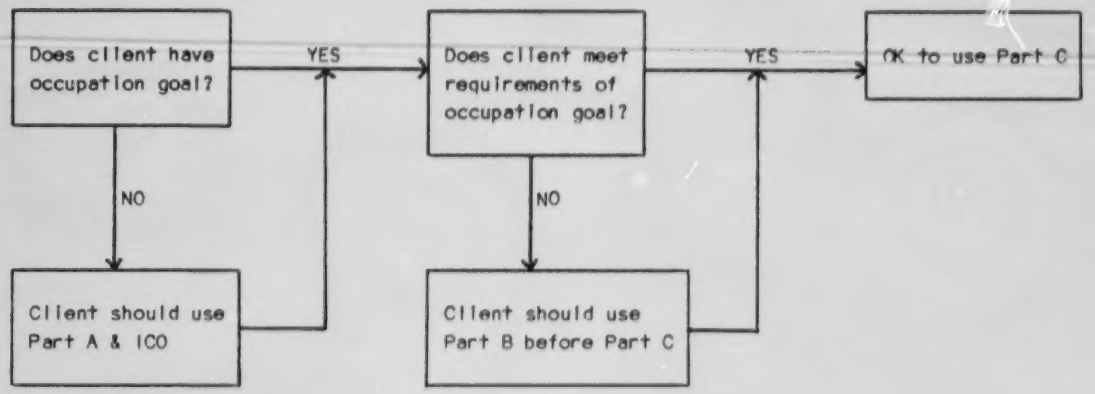
Be encouraging. The more confidence in PLACE you display, the more confident and positive the client is likely to feel about the system. This in turn will result in a more thorough assessment by the client of his/her readiness for employment; a choice of plans of action that are more suitable to the client's needs; and a more positive attitude on the part of the client towards carrying out those plans of action. By the same token, if you display a lack of confidence in PLACE, it will have a negative effect on how well the client uses the system.

WHICH PARTS OF PLACE SHOULD BE USED IN WHAT ORDER?

Generally, if more than one Part of PLACE seems appropriate for a given client, the Part that deals with the problem area the client considers most serious should be used first. However, there are some logical sequences that should be adhered to in using the Parts of PLACE:

1. Before a client uses Part B, Fitting the Requirements, s/he should have an occupation goal and complete Part A, Identifying Your Occupation.

2. Before a client uses Part C, Getting the Job, it is best to make sure s/he has an occupation goal and meets its requirements. If not, Parts A, Identifying Your Occupation, and B, Fitting the Requirements, should be used first.


Does client have occupation goal?
YES
Does client meet requirements of occupation goal?
YES
OK to use Part C
NO
NO
Client should use Part A & ICO
Client should use Part B before Part C

- figure 5 -

3. Part D, Doing Well on the Job, and Part E, Personal Needs, can be used in any convenient order and without reference to other Parts of PLACE.

Chapter V
USING PLACE WITH GROUPS OF CLIENTS

GROUP USE OR INDIVIDUAL?

PLACE can be used in the following settings:

* alone in the office or as homework by clients who can use PLACE by themselves after a brief introduction;

* by a counsellor and an individual client together, going through the process step-by-step;

* by groups in which clients all use the same Part of PLACE; or

* by groups in which clients use different Parts of PLACE simultaneously.

PLACE should not be used in a group setting when:

- the volume of clients who could benefit is too low.

  (Clients should not have to wait more than about a week while you gather enough of them to run a group session. If you and your colleagues together are not identifying an average of at least one PLACE client a day, you should introduce PLACE on the spot; ask the client to use the Workbook and Sourcebook at home or in the office and set a date for a post-use interview.)

- a client would have trouble using PLACE by himself/herself.

  (The client's difficulty may be due to poor reading skills, a language barrier or another problem. You should go over the Workbook(s) and Sourcebook(s) topic-by-topic with the client.)

If your volume of PLACE clients is sufficient, it is worthwhile to hold group sessions. Such sessions enable clients to help and learn from each other in using the system and they allow you to deal with your traffic of PLACE clients efficiently.

Whether a group uses one Part of PLACE or a combination will depend on the demand for the respective Parts. A group in which all the clients use the same Part will be the easiest for you to run, since your explanation of how to use the Workbook and Sourcebook will be the same for everyone. However, if the demand for a given Part of PLACE is not great enough to justify a session just for that Part, you can have group sessions in which clients use different Parts

at the same time; your explanation of the process will be much the same for Parts C, D and E, with small variations. However, your explanation of how Part A/B works will differ enough from that for the other Parts that you may prefer not to give group sessions on Part A/B in combination with any other Parts.

When giving a group session on a combination of Parts, try to avoid having a client in the group who is alone in completing the Part of PLACE s/he needs. Such a client would not be able to discuss the Part s/he is using with other members of the group, and thus might benefit less than others from being in the group; and the client might feel alone and wonder why s/he is the only one with his/her kinds of problems. You should introduce PLACE to such a client as homework.

PREPARING FOR A GROUP SESSION

1. Size of Group

A group of up to 10 clients is recommended as a manageable size. More than 10 clients in the group is likely to prove unwieldy.

2. Scheduling and Registration

At regular intervals in accordance with the volume of clients who could participate, schedule group sessions of PLACE. Since PLACE is, in a sense, four separate programs, you also will have to decide, based on the volume of clients, whether you will have separate sessions for each Part of PLACE; or combinations and what they will be. There should always be a group in the process of being assembled, thus, before each session occurs, the date and place of the next session covering the same Part(s) of PLACE should be posted in your office. In a central place, a PLACE Group Session Registration Sheet should be posted on which referring counsellors can register clients for the session. An example of a PLACE Group Session Registration Sheet is on the next page.

3. The Facilities

Arrange in advance for a room that is large enough to accommodate your group, up to ten clients. Each client should be seated comfortably at a table or desk with plenty of "elbow-room" in which to spread out materials and work. Avoid having to hunt for extra furniture at the last minute. Try to have a blackboard or flip-chart on hand so that you can illustrate your explanation of how to use PLACE. If you will be covering Part A/B of PLACE in the session, arrange for access to telephones, if you can.

4. Materials Required

Have the following materials on hand for a group session:

- a copy of the appropriate PLACE Workbook(s) for each client (these components are consumable and are meant to be kept by the client);
- a copy of the appropriate PLACE Sourcebook(s) for each client (to be returned after the session or at the post-use interview, as needed);
- for Part A/B, a copy of the Canadian Classification and Dictionary of Occupations (CCDO), Volumes I and II, for every three clients (to be returned after the session);
- for Part A/B, at least one set of Careers Provinces for your area (to be returned after the session);

  (It would save the group time if each client knew the CCDO page number, occupation code and Careers Provinces leaflet for his/her occupation before the session began.)

PLACE GROUP SESSION REGISTRATION SHEET

Date of Session:_____ Part(s) of PLACE to be Covered:_____

Location: _____ Group Leader: _____

Phone: _____

Register clients here:

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

If group leader will be conducting post-use interviews, the times should be listed below and clients should be registered in the spaces provided. (If referring counsellors will be conducting post-use interviews, they should make appointments when referring clients to the session.)

DAY 1	DAY 2	DAY 3
Date:_____	Date:_____	Date:_____
Times	Times	Times
: _____	: _____	: _____
: _____	: _____	: _____
: _____	: _____	: _____

- figure 6 -

4. Materials Required (continued)

   - at least one copy of the PLACE Directory to Employment-Related Programs and Services (including, if available, a copy of the community services directory for your area);

   - paper and pencils.

   If possible, provide photocopies or access to a photocopying machine so that clients using Part A/B can mark and keep copies of the appropriate pages in the CCDO and Careers Provinces.

5. Time Required

   You should allow 1½-2 hours for the group session, a little longer if clients will be completing Part A/B or doing more than one Part of PLACE.

FOR FURTHER INFORMATION ON CONDUCTING GROUP SESSIONS, SEE THE COUNSELLORS' GUIDE: GROUP USE OF THE INDEX TO CANADIAN OCCUPATIONS.

BOOK TWO

HOW TO USE THE PARTS OF PLACE

Chapter VI
PART A/B: IDENTIFYING YOUR OCCUPATION/FITTING THE REQUIREMENTS

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Chapter VI
PART A/B: IDENTIFYING YOUR OCCUPATION/FITTING THE REQUIREMENTS

INTRODUCTION

Part A/B of PLACE helps clients to assess whether they have occupation goals that they can explore and whether they meet the requirements of the occupations they have in mind. PLACE then helps clients to find ways of obtaining the qualifications they find they lack.

In the Workbook, clients complete Part A, "Identifying Your Occupation", to make sure they are ready to use Part B, "Fitting the Requirements". The user first must have an occupation goal before s/he can determine whether s/he meets its requirements. If clients do not have an occupation and its code in mind, they can use Part A of the Sourcebook on the World of Work to find out how to choose occupations and how to look them up in the Canadian Classification and Dictionary of Occupations (CCDO) and in Careers Provinces. In Part B of the Workbook, clients assess whether they meet the requirements of their occupations, using Part B of the Sourcebook for help in researching what those requirements are.

Part A/B's Sourcebook is primarily an aid to clients for completing the Workbook. The Sourcebook guides clients in gathering information about the requirements of their occupations. It explains how to find the needed information in published sources, such as Careers Provinces and the CCDO; and from resource people, such as employers, professional associations, unions and workers. When they have gathered the information they need, clients then can determine whether they meet the requirements of their occupation goals.

The fact that Part A/B is a systematic, point-by-point approach suggests to clients that they are doing a comprehensive comparison of their qualifications with the requirements of their occupations. However, the completeness of clients' assessments is no greater than the comprehensiveness of the research they do into occupational requirements. One of the counsellor's most important roles with respect to Part A/B is in helping clients make sure the information they gather on occupational requirements is as complete and accurate as it should be.

Of equal importance is the counsellor's assistance in finding and choosing plans of action when clients find they do not meet the occupational requirements. The counsellor can do so by helping the client use the PLACE Directory to Employment-Related Programs and Services.

Clients can use Part A/B individually (as homework or in the office) or in groups (sharing materials and helping each other to research occupational information).

MATERIALS REQUIRED TO USE PART A/B

The following materials should be on hand for use with Part A/B of PLACE:
- the PLACE Workbook, Part A/B (this is a consumable item that clients should keep);
- the PLACE Sourcebook on the World of Work, Part A/B, for clients' reference;
- the Canadian Classification and Dictionary of Occupations, Vols. I & II;
- a copy of the Careers Provinces leaflet for your province for each occupation for which clients will assess their qualifications;
- the PLACE Directory to Employment-Related Programs and Services, including, if available, a copy of your local directory of community services.

Note: Clients must have access to both volumes of the CCDO and to Careers Provinces. If possible, clients should be given photocopies of the pages in these publications that refer to their chosen occupations; in this way, they can keep the information, write on the photocopies and avoid having to share materials when in groups.

HOW TO USE PART A/B WITH CLIENTS

STAGE ONE: INTRODUCING THE IDEA OF PART A/B

A client who might benefit from using Part A/B of PLACE is one who: has no firm occupation goal; has a firm or tentative occupation choice and needs to determine whether s/he meets the requirements of the occupation; who has requested training, testing or other special services; or who has asked to be referred to a job vacancy for which a counsellor does not feel s/he is suitable. A client who has had multiple unsuccessful job interviews, who has experienced an unusually long period of unemployment, or who has had frequent changes of job or occupation also might benefit from using Part A/B of PLACE.

After you have identified such a client, offer him/her PLACE by paraphrasing the following:

> "There is a program available that might help you. It's called PLACE and Part A/B is a point-by-point way of finding out the requirements of your occupation and whether you meet them. If you do find that there are some requirements of your occupation that you do not meet, PLACE also can help you to find a way of getting the qualifications you need. A little time and effort will be required, but the system is not hard to use. Are you interested?"

If the client wants to use PLACE or wants to find out more about it, point out that s/he will be assessing his/her employment situation with respect to whether s/he can identify an occupation goal and look up information about it; researching the requirements of his/her occupation goal; and determining whether s/he meets those requirements. Show the client the list of topics on p. 3 of the Workbook. Explain that, afterwards, the client will be able to find and choose ways of satisfying requirements s/he does not meet. Mention that PLACE provides a framework to help the client assess these matters and find ways of overcoming any problems that s/he discovers. Point out that it is the client who knows best the kind of work s/he would like and the qualifications s/he has; PLACE provides a convenient way of checking them and, if necessary, improving them.

If the client decides to go ahead and use Part A/B of PLACE,

- explain how to use Part A/B then and there,
- schedule another interview, or
- register the client for a group session.

When Part A/B is introduced to the client, s/he should be given the Workbook, Sourcebook, CCDO and appropriate Careers Provinces leaflet(s). Then, the introduction below should be given.

STAGE TWO: EXPLAINING HOW TO USE PART A/B

1. Workbook

Show clients the Workbook, Part A/B. Point out that there are instructions throughout on how to fill it in. Clients should read the statement in block letters at the beginning of each section and answer the questions that follow, according to the instructions. Point out that clients will be comparing their qualifications, skills and experience with the requirements of their chosen occupations. Sometimes clients will need to use the Sourcebook to look up information about their occupations' requirements, but often clients simply can refer to the CCDO or the Careers Provinces leaflets for their occupations. Help clients to find their occupations in the CCDO and Careers Provinces. (Note that clients probably will have to use Part A/B in or near your office if you cannot provide them with photocopies of the appropriate Careers Provinces leaflets and CCDO pages.)

Explain to clients that they should go through the entire Workbook, checking their qualifications against occupational requirements for each of the above topics. Clients may think that they meet the occupational requirements with respect to a given topic, but it is only by answering all the questions that they can ensure that they know all the requirements of their occupations and whether they meet them.

Make special mention of the following:

* For question 1 in Part A, the clients should know both the occupations in which they are interested and their codes so that they can find information about requirements in Part B.

* When looking up information on the physical requirements of their occupations in Part B, question 1, clients should watch for special requirements aside from height, weight, vision and hearing (e.g. age restriction, medical examinations, etc.).

* Clients should note the difference between questions 2(b) and 4(b) of Part B on tools and equipment: 2(b) is concerned with whether clients know how to use the tools and equipment, while 4(b) is concerned with whether they need to own such tools and equipment.

* In Part A/B, the Sourcebook is a useful guide in researching occupational requirements in order to complete the Workbook; however, clients are not required to refer to the Sourcebook for every question in the Workbook, only for the ones for which they do not know how to find the needed information.

* The process in the Workbook works by itself and clients need only follow along -- if things are not obvious at first, they will make sense by the end.

2. Sourcebook

Explain to clients that, to answer the questions in Part A/B of the Workbook, they can use the Sourcebook for help in finding information about the requirements of their chosen occupations. If clients do not know how to answer a given question, the Workbook refers them to the pages in the Sourcebook that explain the kind of occupational requirement under consideration and its importance. The Sourcebook also explains how to find and interpret information on occupational requirements from published sources such as the Canadian Classification and Dictionary of Occupations (CCDO), Volumes I & II, and Careers Provinces; and from resource people such as employers, unions, professional associations, workers and others.

When contacting resource people, clients can use a method such as the "Occupational Requirements Record Sheet" (see p. 55). Such a record sheet will help clients to organize the questions they wish to ask, the sources they wish to contact for each one and the information they gather. Clients should formulate all the questions they wish to ask relating to Part B before they contact any resource people. If you are introducing Part A/B to a group, suggest to clients that they should leave any contacting of resource people until after the session, unless you can provide them with access to telephones on the spot.

Emphasize that clients need not refer to the Sourcebook for every question in the Workbook; only for the ones for which they do not know how to find the needed information.

3. Summary Sheet

Explain to clients that for Part B, there is a Summary Sheet. They can use it to record the occupational requirements they find they do not meet and the plans they choose to meet those requirements. This Summary Sheet is found at the end of Part A/B of the Workbook. The first two sections of the Summary Sheet, "I. The Factors" and "II. The Requirements", are used when completing the Workbook. Each time a client discovers an occupational requirement s/he does not meet, s/he puts a checkmark beside the title of the relevant factor on the "Factors" page of the Summary Sheet. Then, the client writes the specific requirement that s/he will need to meet in order to work in his/her occupation in Section II, "The Requirements". Mention that you will explain how to use the other two sections of the Summary Sheet after clients have completed part A/B of the Workbook (and only if clients identify one or more requirements not met).

4. Directory

Mention that there is a PLACE Directory that can help clients find solutions to any requirements they find they do not meet. Point out that clients will use the Directory after they complete their Workbooks. You will explain more about the Directory then. (Mentioning the Directory at this point helps to complete clients' overview of how PLACE works.)

5. Client Questions

Before clients start to use the materials, ask them whether they have any questions about using Part A/B of the Workbook, the Sourcebook and/or the Summary Sheet. Deal with any questions clients have. If you are giving a group session, encourage clients to discuss the material and ask questions among themselves, as well as to come to you if they have any problems.

6. Schedule Post-Use Interview

If clients are about to use Part A/B at home or alone in the office, schedule interviews at which you and each client will:

- discuss what s/he will have found out;
- go over any problems the client may have had in using the Workbook and Sourcebook; and
- if the client finds any requirements s/he does not meet, discuss ways of identifying and choosing plans of action to obtain the needed qualifications.

These interviews should take place within a week after you introduce Part A/B to clients.

If you are conducting a group session, you should check later in the session to see whether clients have been having any difficulties in using the Workbook. If so, try to help them, making reference to the Notes on pp. 66-68 of this manual. If a client has had substantial difficulty, schedule him/her for a post-use interview to go over the Workbook. If the clients in the group have had no trouble with the Workbook, or if you have been able to deal with any difficulties on the spot, introduce the Directory, as outlined on pp. 61-63 of this manual; then, schedule post-use interviews to discuss clients' plans of action individually (see p. 64 of this manual).

OCCUPATIONAL REQUIREMENTS RECORD SHEET

NOTE TO COUNSELLOR: This record sheet can help clients to organize the questions they wish to ask, the sources they wish to contact for each one and the information they gather when contacting resource people about occupational requirements.

When using employers, workers, unions, professional associations and/or other resource people as sources of information to complete Part B of the PLACE Workbook, you first should gather all the questions you wish to ask each source and then contact each source only once. You can use a record sheet such as the following to compile the questions you wish to ask and the sources you wish to contact for each one.

1. As you go through the Workbook, note down all the questions you will need to ask resource people.

2. Identify the resource people you should contact, as outlined in the Sourcebook.

3. Sort your questions so that all the ones you will ask a given source are together and record them on the Occupational Requirements Record Sheet. Often, you will ask all your questions of all your sources. If you are in doubt about whether a source will know the answer to a given question, always ask.

4. Contact the sources, ask your questions and record the answers.

OCCUPATIONAL REQUIREMENTS RECORD SHEET

PEOPLE AS SOURCES OF INFORMATION

1. SOURCE: NAME ABC Sales Ltd.

ADDRESS 123 Bernard St., Drummond, Prov.

PHONE 222-1112

2.

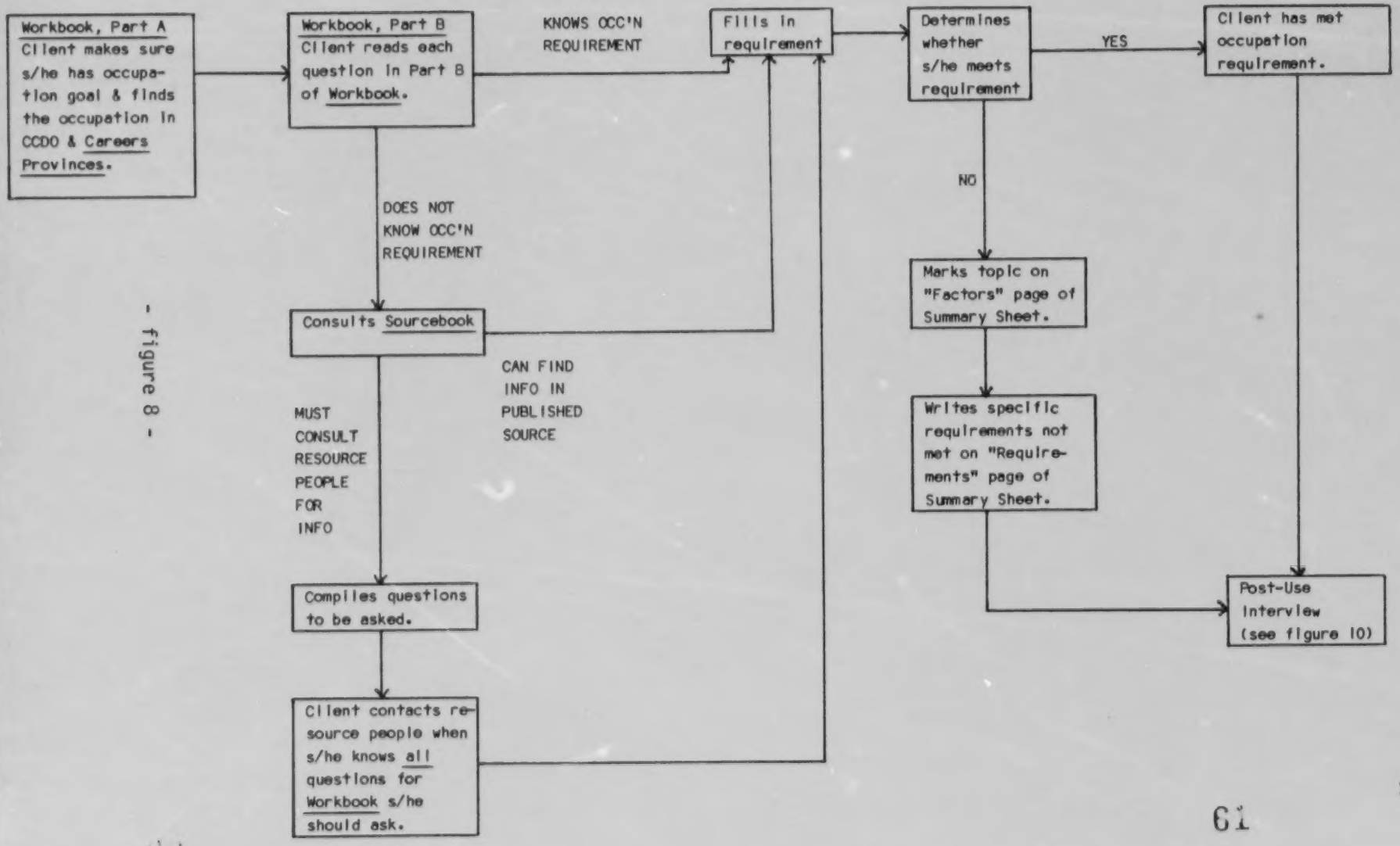
FACTOR (EXAMPLE)	QUESTION (EXAMPLE)	INFORMATION (EXAMPLE)
4(a) Vehicles	Would I have to provide my own vehicle? If so, what kind?	Yes. Must have own car in good condition.

FACTOR	QUESTION	INFORMATION

FACTOR	QUESTION	INFORMATION

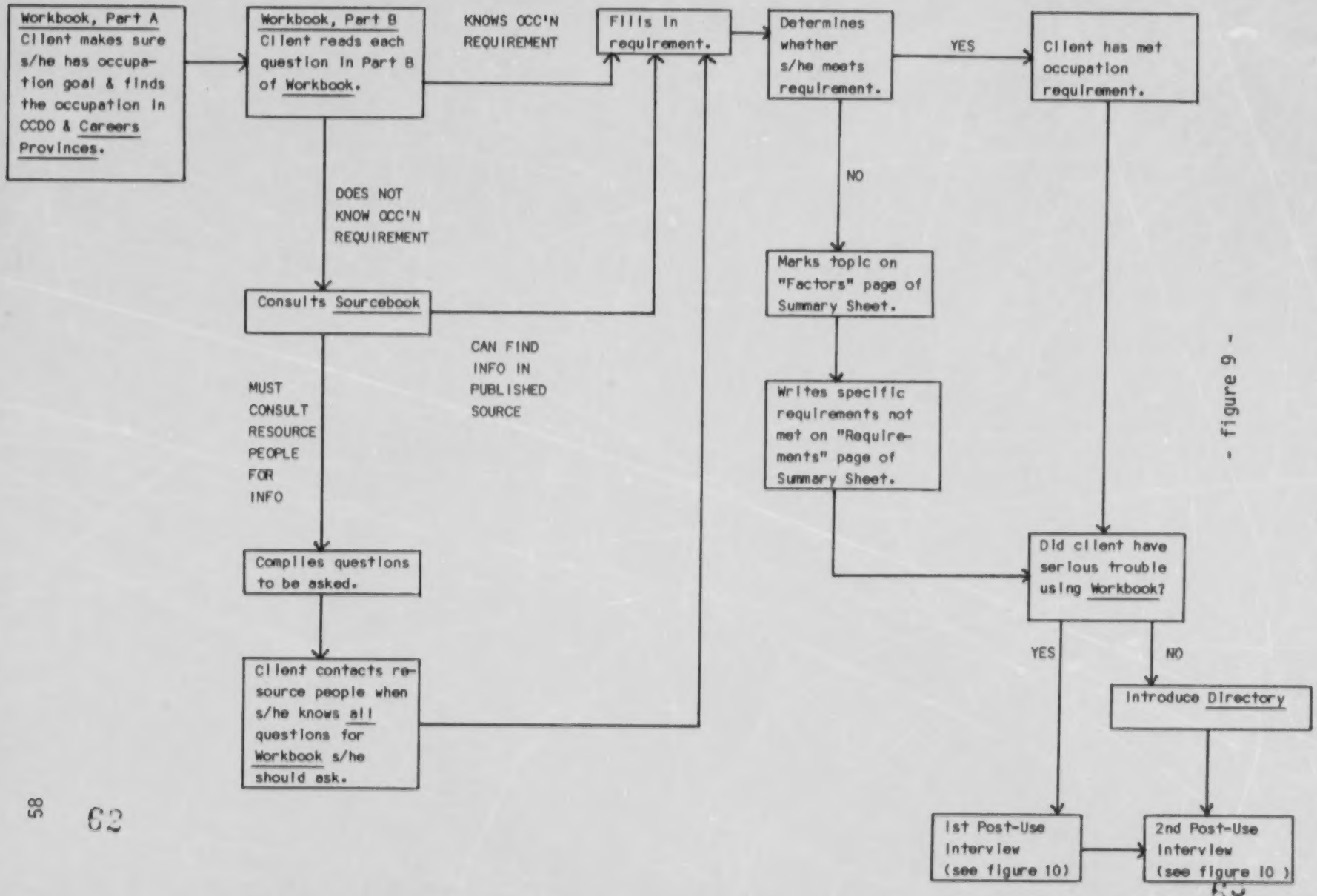
- figure 7 -

ASSESSMENT STAGE, PART A/B: INDIVIDUAL USE


Workbook, Part A
Client makes sure s/he has occupation goal & finds the occupation in CCDO & Careers Provinces.
Workbook, Part B
Client reads each question in Part B of Workbook.
KNOWS OCC'N REQUIREMENT
Fills in requirement
Determines whether s/he meets requirement
YES
Client has met occupation requirement.
NO
DOES NOT KNOW OCC'N REQUIREMENT
Marks topic on "Factors" page of Summary Sheet.
Consults Sourcebook
CAN FIND INFO IN PUBLISHED SOURCE
Writes specific requirements not met on "Requirements" page of Summary Sheet.
MUST CONSULT RESOURCE PEOPLE FOR INFO
Compiles questions to be asked.
Post-Use Interview (see figure 10)
Client contacts resource people when s/he knows all questions for Workbook s/he should ask.

- figure 8 -

ASSESSMENT STAGE, PART A/B: GROUP USE


Workbook, Part A
Client makes sure s/he has occupation goal & finds the occupation in CCDO & Careers Provinces.
Workbook, Part B
Client reads each question in Part B of Workbook.
KNOWS OCC'N REQUIREMENT
Fills in requirement.
Determines whether s/he meets requirement.
YES
Client has met occupation requirement.
NO
DOES NOT KNOW OCC'N REQUIREMENT
Marks topic on "Factors" page of Summary Sheet.
Consults Sourcebook
CAN FIND INFO IN PUBLISHED SOURCE
Writes specific requirements not met on "Requirements" page of Summary Sheet.
MUST CONSULT RESOURCE PEOPLE FOR INFO
Compiles questions to be asked.
Did client have serious trouble using Workbook?
YES
NO
Introduce Directory
Client contacts resource people when s/he knows all questions for Workbook s/he should ask.
1st Post-Use Interview (see figure 10)
2nd Post-Use Interview (see figure 10)

- figure 9 -

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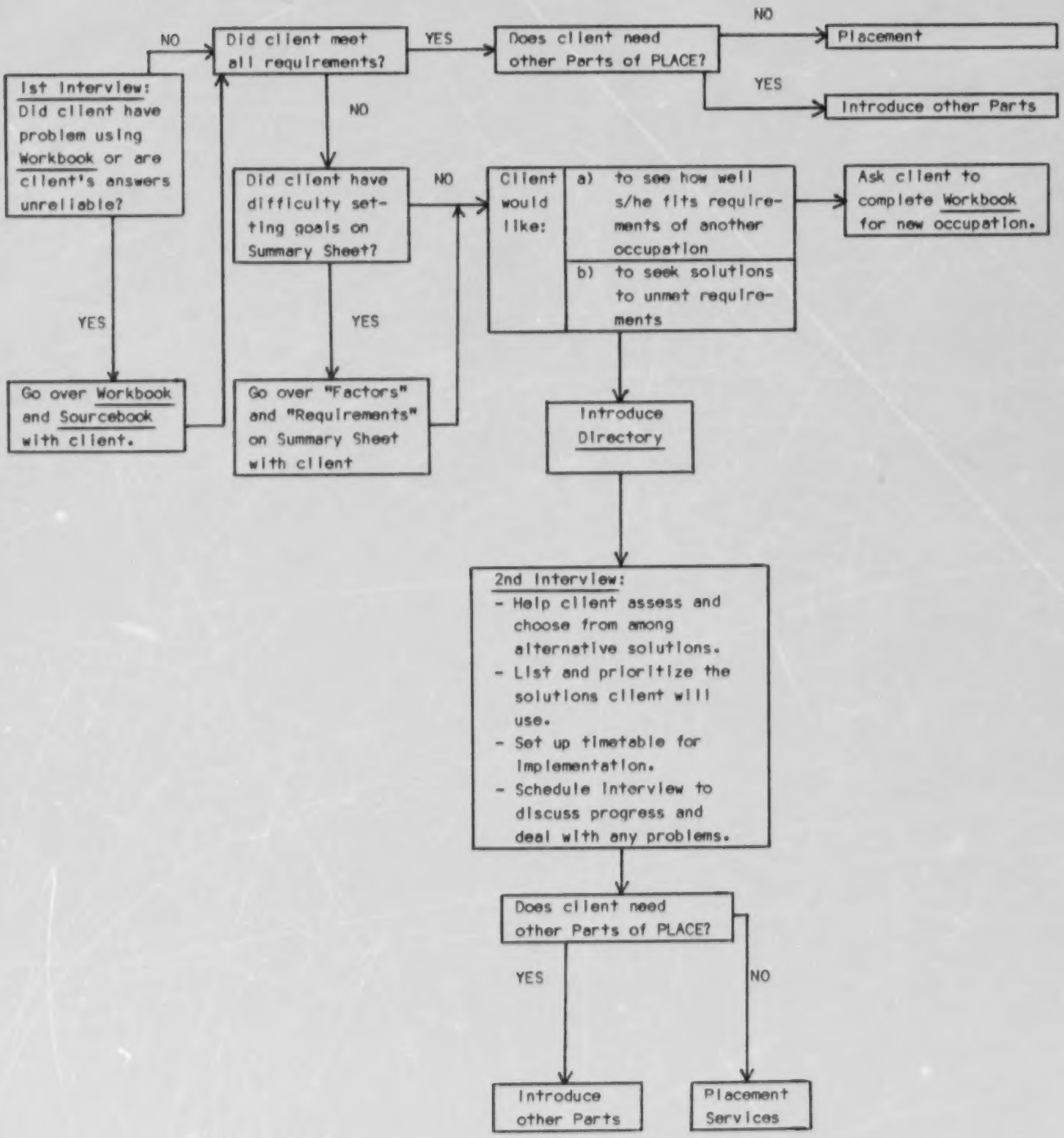
OVERVIEW OF POST-USE COUNSELLING INTERVIEWS: PART A/B


NO
Did client meet all requirements?
YES
Does client need other Parts of PLACE?
NO
Placement
YES
Introduce other Parts
1st Interview: Did client have problem using Workbook or are client's answers unreliable?
NO
Did client have difficulty setting goals on Summary Sheet?
NO
Client would like:
a) to see how well s/he fits requirements of another occupation
b) to seek solutions to unmet requirements
Ask client to complete Workbook for new occupation.
YES
YES
Go over Workbook and Sourcebook with client.
Go over "Factors" and "Requirements" on Summary Sheet with client
Introduce Directory
2nd Interview:
- Help client assess and choose from among alternative solutions.
- List and prioritize the solutions client will use.
- Set up timetable for implementation.
- Schedule interview to discuss progress and deal with any problems.
Does client need other Parts of PLACE?
YES
NO
Introduce other Parts
Placement Services

- figure 10 -

STAGE THREE: FIRST POST-USE INTERVIEW

(If the client already has had the PLACE Directory introduced to him/her in a group session, go to the second post-use interview, described on pp. 64-65 of this manual.)

The post-use interview is intended to provide an opportunity for you and the client to discuss what s/he found out when using the Workbook and Sourcebook for Part A/B; to deal with any problems the client may have had; and to discuss ways of identifying and choosing plans of action to meet occupational requirements the client found s/he does not already satisfy.

STEP 1 - The Workbook

Since everything else in the process flows from the way the client fills out the Workbook it is the logical point at which to start the interview.

a) Ask the client whether s/he had any problems in completing the Workbook or understanding the Sourcebook's directions on how to find the occupational information needed to answer the Workbook.

b) Examine the "Factors" and "Requirements" pages of the client's Summary Sheet. Do the requirements the client has indicated s/he needs to meet make sense to you, based on your knowledge of the client and his/her desired occupation? If the client requested training, testing or other special services before s/he did Part A/B of PLACE, do the requirements needed fit the services requested? Did the client find at least one requirement s/he needs to meet? If the answer to any of these questions is NO, you should check the client's answers in the Workbook. In particular, look for instances in which the client may not have gathered sufficient and accurate information about the occupation (e.g. misinterpretations); or in which the client may not have properly compared his/her qualifications with the requirements of the occupation.

c) If the client does seem to have had a problem in completing the Workbook and/or using the Sourcebook, or if the client may not have answered the Workbook accurately, go over the appropriate sections of the Workbook with him/her. Ask the client to expand on his/her answers and give examples, especially with respect to his/her own qualifications, skills and experience. You can use the information in "NOTES FOR HELPING CLIENTS USE PART A/B OF THE WORKBOOK", p. 66, when helping the client check his/her answers in the Workbook.

d) Help the client make sure s/he completed the "Factors" and "Requirements" sections of the Summary Sheet properly. Check that the client marked the appropriate topics of the "Factors" page.

   If the client needs help with the "Requirements" page, help him/her articulate the requirements of his/her occupation that s/he does not meet, based on the information s/he gathered to complete the Workbook. Here, the client is setting some very straightforward objectives.

If the client found that the occupation requires that s/he be able to operate a lathe (2(b) "Using Work Tools and Equipment") and s/he has no experience using that tool, then the client's goal will be: "To be able to use a lathe." If the occupation requires workers to have driver's licences (3(b) "Licences and Certificates") and the client does not have one, the client's goal will be: "To obtain a driver's licence." And if the occupation requires a minimum of Grade 12 (3(a) "Education and/or Training Requirements") and the client has only completed Grade 10, the client's goal will be: "To complete Grade 12."

Make sure that the requirements the client fills in on the "Requirements" page are clear, specific and complete and that they satisfy the characteristics of client-focussed counselling objectives, as appropriate. See Appendix 2 of this manual for an explanation of client-focussed counselling objectives.

e) After you have finished helping the client with the Workbook, the Sourcebook and goal-setting, ask the client whether s/he would like to:

   i) go ahead and look for ways of meeting the requirements s/he identified (if YES, go on to Step 2, below);

      OR

   ii) see how well s/he fits the requirements of another occupation (if YES, ask the client to complete another copy of the Workbook for the new occupation and set up a post-use interview to discuss what the client finds out).

Because the topics in Part A/B are occupationally significant, a change of occupation is a feasible option for dealing with occupational requirements that a client does not meet. Thus, if the requirements the client needs to fulfill seem insurmountable, now is a good time to clear the slate and see how well the client fits the requirements of another occupation. However, a change of occupation can be a radical solution and you should encourage the client to consider other solutions, if there is a reasonable chance they will be practical.

STEP 2 - The Directory to Employment-Related Programs and Services

Once you have helped with any problems the client had in using the Workbook and Sourcebook for Part A/B, and you have helped the client set goals to satisfy unmet occupational requirements, the next step is to explain to the client how to identify plans of action to achieve the goal s/he set.

a) Explain to the client that, although the goals s/he needs to meet for Part A/B may seem straightforward, the best ways of achieving those goals sometimes are not as easy to figure out. And, while one way of achieving a goal may spring to mind right away, there often are other ways that one does not think of that might be better. For example, if a client needs training to qualify for his/her occupation, s/he may feel that the obvious solution

is to take the appropriate course. Unfortunately, the client may not be able to afford the time, money and/or lost income to take the course. Yet, there might be a way around the difficulty: similar training may be available at a different institution at lower fees and for a shorter time; financial assistance can be arranged for some training programs; and, for some occupations, on-the-job training can be substituted for a more formal program.

b) Introduce the PLACE Directory to Employment-Related Programs and Services as a means of identifying different ways of achieving goals and meeting occupational requirements.

Introducing the Directory

i) Explain to the client that the PLACE Directory can help find methods of gaining the qualifications the client needs for the occupational requirements s/he does not meet. Point out the "Index", which, for Part A/B, indicates the CEIC programs, community services and personal strategies that can help with each occupational requirements topic dealt with in the Workbook.

ii) Demonstrate to the client how to use the Directory. Turn to the page in the "Index" for one of the topics for which the client needs to meet a requirement. Note the CEIC programs listed there and the page references for finding descriptions of each of those programs in the Program Descriptions section of the Directory. Show the client where to find the program descriptions. Also note any non-CEIC programs and services that are listed in the "Index" under the same topic. Finally, point out any solution strategies that are described in the "Index" for this topic. Mention that the client should use the PLACE Directory for each requirement s/he needs to meet, as identified in the Workbook.

iii) Explain to the client that s/he should gather information about each program that might help him/her meet a requirement. Mention that the client does not need to gather information about programs that clearly are not appropriate, even though they may be listed under the topic the client is looking up. The client should be ready to make telephone calls and ask you questions about CEIC programs in order to gather all the information s/he will need.

iv) Point out to the client that s/he should keep the following questions in mind (if applicable) when researching each possibly appropriate program:

- Can the program help me?
- Am I eligible to use the program?
- Can I afford the time and/or money to take the program? If not, what assistance can be arranged?

- Is the program or service located where I can get to it easily and whenever necessary?
- Is the duration of the program acceptable?
- Is the starting date of the program (if applicable) acceptable?
- Is there space available for me in the program?
- What effect, if any, will participating in the program have on my income? (For example, can I get a training allowance to take the program?)

The client should record the information s/he gathers on the "Possible Solutions" page of his/her Summary Sheet.

See the "Solution Planning Guide", Appendix 1, for more information on researching possible plans of action.

v) Tell the client not to worry if, when researching a program, s/he finds out something about it that will make it difficult for him/her to use. Point out that the client should still gather all the relevant information about the program. Afterwards, you and the client will discuss the pros and cons of each program, including any difficulties, and choose plans of action that are best suited to the client's situation.

vi) After you have explained how to use the Directory to the client, ask whether s/he has any questions and deal with any that arise. Then, ask the client to use the Directory. The client should use the Directory on your premises.

vii) Arrange a second interview to discuss what the client finds out and to choose plans of action.

STAGE FOUR: SECOND POST-USE INTERVIEW

After the client has finished using the Directory, you and s/he should discuss the information s/he found; choose a suitable plan of action for each requirement the client must meet; if appropriate, decide the order in which the client will carry out his/her plans of action; and work out a schedule for the implementation of the client's plan(s) of action.

(a) Discuss with the client what s/he found out about programs, services and/or strategies (plans of action) that might help him/her meet the needed occupational requirements. Did the client have any difficulty using the Directory or gathering information about programs and services? Help the client with any difficulties s/he had. Check that the client gathered all the information s/he will need to assess and choose from among the alternative programs, as outlined above under "First Post-Use Interview".

Example:

Basic Training for Skill Development

Cost: none - sponsored by CEC
Location: Algonquin College, Colonel By Campus
Duration: up to 52 weeks, as required
Eligibility: 19 years old, out of school for 2 years
Start Dates: continuous intake (e.g. beginning of each month)
Space Available: takes 5 months on a waiting list
Effect on Income: training allowance of $10-$60/wk. as determined by CEC

Check whether the client overlooked any programs that are obvious possibilities for meeting the needed occupational requirements.

Help the client to gather any additional information s/he may need about possible plans of action.

(b) Help the client to assess and choose from among the alternative plans of action for each requirement to be met. Guidelines on how this process should be carried out are given under "Solution Planning Guide", Appendix 1 of this manual. Be sure to ask whether the client would have any difficulty implementing a given plan of action because of finances (either the cost of the program or its effect on the client's income) or the geographic location of the program. There are plans of action that can be used to overcome problems in carrying out other plans of action, training allowances or unemployment insurance can be arranged to support clients on some CEIC programs; loans, scholarships and bursaries can be obtained to pay the costs of education and training; Trainee Travel Grants can be obtained through the Canada Manpower Mobility Program for clients in certain CEIC training programs; and other financial assistance can be obtained to help deal with some requirements, as indicated in the "Index" of the Directory.

(c) If the client has more than one plan of action to implement, help him/her to decide the order in which they should be carried out. This order should be determined according to whether the completion of one plan of action is a prerequisite for another; the relative urgency with which each of the client's requirements must be met; and the dates when the programs chosen are available to the client. On a sheet of paper, list the order in which the client's plans of action will be carried out.

(d) Help the client to work out a schedule for the implementation of the plans of action s/he will use. This schedule should be based on the order in which the plans should be carried out and target dates that you and the client agree will constitute satisfactory progress. Help the client to sign up for any programs s/he will use. Set a date for another interview to discuss the client's progress in carrying out his/her plans and any difficulties the client may encounter. Additional steps that may be needed can be discussed at that time.

NOTES FOR HELPING CLIENTS USE PART A/B OF THE WORKBOOK (FOR REFERENCE)

Part A/B of the PLACE Workbook is largely self-explanatory. Many clients will find it easy to use. Once a client has found his/her chosen occupation in the CCDO and Careers Provinces, s/he usually will be able to complete the Workbook easily, needing to refer to the Sourcebook only on occasion. However, some clients will need help in answering the Workbook and using the Sourcebook, the CCDO, Careers Provinces and other information sources. Consequently, it is important that you be well-versed in the methods and approaches for researching occupational requirements outlined in Part B of the Sourcebook. Thorough knowledge of the CCDO and Careers Provinces is especially important.

If you do need to use the following to help clients with the Workbook and Sourcebook, have copies of the "Occupational Requirements Record Sheet" (p. 55) (or something similar) on hand in case, at this stage, the client needs to contact resource people for additional information about occupational requirements.

Use the following material in conjunction with the appropriate sections of the Workbook and Sourcebook.

PART A: 1. Identifying Your Occupation (Workbook, p. 1; Sourcebook, pp. 5-13)

Some clients may have difficulty knowing how to answer this question due to having more than one occupation in which they are interested. You can deal with this situation by suggesting that the client should use the blank page opposite each question in the Workbook to record his/her answers for additional occupations.

PART B: 1. Physical Requirements (Workbook, p. 4-5; Sourcebook, pp. 17-23; 61-89)

If, as the Workbook suggests, there is some reason to believe that the physical requirement(s) of an occupation or job are discriminatory, discuss the matter with the client to see whether, in fact, there may be grounds to ask the Human Rights Commission to investigate. Normally, discrimination in employment consists of denial of jobs or interviews on the basis of an applicant's sex, race, religion, marital status, colour, national or ethnic origin, disability or similar personal characteristic.

An example of how such discrimination can be manifested in a physical requirement is a height or weight requirement that effectively eliminates women, even though the requirement is not really necessary in order to do the work. Keep in mind that, for some people, it is all too easy to charge discrimination when there is another, more accurate reason for the person's inability to find employment in a given occupation. Discussing the matter with the client helps him/her to see the reality of the situation and what is the best way of dealing with it. If the client is convinced that there still is the possibility of discrimination in a given physical requirement, suggest that s/he consult PART E of PLACE after completing PART B.

2. Work Performance Requirements

(a) Duties of the Job (Workbook, pp. 6-7; Sourcebook, pp. 25-30)

You can help the client find the activities and experiences in his/her background that suggest that s/he can carry out the duties of the occupation described in the CCDO and/or Careers Provinces. Clients may tend to look only at their work history and ignore other experience. You should help them broaden the areas in which they look for evidence of their skills. These can include education, training, volunteer work, unpaid work or recreation. The objective is to help the client realize that almost everything s/he has ever done suggests a skill of some kind. For instance, a woman entering the labour force after many years of raising children and running a household often does not recognize what a multitude of skills and experience that involves.

(b) Using Work Tools and Equipment (Workbook, pp. 7-8; Sourcebook, pp. 30-34)

You should be prepared to get the client to think of the tools and equipment s/he has used that fit those required by the occupation. The client's experience may have been in paid work, unpaid work, volunteer activities, recreation, school or training programs. These kinds of experience include using tools and equipment that are similar, but not exactly the same, as those mentioned in the occupational descriptions. Ask the client to tell you what tools, equipment and/or machines s/he has used in any of the above situations. Refer back to the activities the client mentioned in 2 (a) as evidence of skills and experience, asking him/her what tools and equipment were involved in each.

3. Credentials

(a) Education and/or Training Requirements (Workbook, p. 10; Sourcebook, pp. 37-42; 61-89)

Most clients will be able to say what education and /or training they have taken and whether it matches the requirements of their chosen occupations. However, you may have to help some clients determine equivalencies of education/training programs between provinces or between another country and Canada. If this matter arises, you should help the client find out what steps, if any, s/he will be required to take to establish the equivalency of his/her education and/or training (e.g. writing examinations, obtaining transcripts). Employers can tell the client what they will require, but provincial education departments and post-secondary institutions are the best sources of information about recognized equivalencies and about requirements such as equivalency examinations.

(b) Licences and Certificates (Workbook, p. 11; Sourcebook, pp. 42-49, 61-89)

As with education/training, you should help clients from other provinces or countries to determine the equivalencies of licences and certificates that they possess. The appropriate regulatory agency or professional association for your province is the best source to contact. In most cases, clients will have to apply for new licensing, certification or registration, sometimes including examinations and/or courses.

(c) Memberships (Workbook, p. 12; Sourcebook, pp. 49-51, 61-89)

Make sure the client finds out whether s/he has to be a member of the appropriate union, association or organization before s/he is hired for a job or whether the client simply must join afterwards.

The client usually will know whether s/he has the membership required for his/her chosen occupation. However, a client who has moved from another area should find out whether memberships s/he holds elsewhere are recognized in his/her new area.

(d) Citizenship Requirements (Workbook, p. 13; Sourcebook, pp. 51-52, 61-89)

Make sure the client understands the difference between being a Canadian citizen, a landed immigrant, a visitor and a holder of a work permit so that s/he can answer this question. Ask the client to check documents s/he has that relate to his/her citizenship status if there is any confusion.

Chapter VII
PART C: GETTING THE JOB

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Chapter VII
PART C: GETTING THE JOB

INTRODUCTION

Part C of PLACE helps clients to assess their methods of looking for a job; whether their job search skills could be made more effective; and whether their job searches have as wide a coverage of job prospects as possible. PLACE, Part C, then assists them to improve their job search if improvements are required.

As in Part A/B, there is a question to screen clients on whether they have occupation goals for which they are qualified; although it is possible for clients to complete Part C without having an occupational goal, it is difficult to carry out a successful job search without one. Clients should complete the Workbook first, identifying aspects of their job searches that need improvement. Only after they have done so do they consult the Sourcebook on the World of Work to find out how to increase their chances of finding jobs.

Reading the Sourcebook and following its guidelines is often enough to enable clients to improve their job search skills. The fact that Part C has been shaped into a logical one-step-at-a-time progression motivates users and suggests that a good, successful job search can be done in a fairly simple way. However, clients also can consult the Directory to Employment-Related Programs and Services if they need more practice and guidance to learn the job search skills they lack.

Clients can use Part C individually (as homework or in the office) or in groups (helping each other complete the Workbook and understand the Sourcebook).

MATERIALS REQUIRED TO USE PART C

The following materials should be on hand for use with PART C of PLACE:
- the PLACE Workbook, Part C, for the client (this is a consumable item that clients should keep);
- the PLACE Sourcebook on the World of Work, Part C, for clients' reference;
- copies of the forms, record sheets and inventories, examples of which are included in Part C of the Sourcebook, which clients can fill out as appropriate;
- the PLACE Directory to Employment-Related Programs and Services, including if available, a copy of the directory of community services for your area.

HOW TO USE PART C WITH CLIENTS

STAGE ONE: INTRODUCING THE IDEA OF PART C

A client who might benefit from using Part C of PLACE is one who has experienced an extended period of unemployment or multiple unsuccessful job interviews or who has no firm occupation goal. A client who has requested a special service to do with job search skills (e.g. Creative Job Search Techniques) also could benefit from using Part C. Finally, a client who displays poor interview behaviours during his/her meetings with counsellors should be considered for Part C of PLACE.

After you have identified such a client, offer him/her PLACE by paraphrasing the following:

> "There is a program available that might help you. It's called PLACE and Part C, Getting the Job, gives a step-by-step way of finding out all the things you should be doing to find a job. PLACE can help you by determining whether you are doing all of these things. If you do find that some aspects of the way you look for jobs could be improved, PLACE explains how to go about doing so. A little time and effort will be required, but the system is not hard to use. Are you interested?"

If the client wants to use PLACE or wants to find out more about it, point out that s/he will be comparing his/her methods of looking for work with job search skills that have been proven effective. Show the client the list of topics at the front of the Workbook. Explain that the client can find information on how to improve each job search skill that s/he does not do well or about which s/he is not sure. PLACE provides a framework to help the client assess these matters and find ways of overcoming any problems. Point out that it is the client who knows best what job search skills s/he carries out well. PLACE provides a convenient way of checking those skills and, if necessary, improving them.

If the client decides to go ahead and use Part C of PLACE,

- explain how to use Part C then and there,
- schedule another interview, or
- register the client for a group session.

When Part C is introduced to the client, s/he should be given the Workbook and Sourcebook. Then, give the introduction outlined in STAGE TWO, below.

Clients with Job Search Fatigue

Many people who are out of work lose their confidence after looking for jobs for some time and being turned down for jobs for which they have applied. They begin to feel their situations are hopeless. They may think they will never find a job and that, even if they find work, they will not be able to do it. By being "down" about finding jobs, these people make it even harder for themselves to do so. They have job search fatigue.

Before clients who are suffering from job search fatigue start Part C of PLACE, they should be reassured that all is not hopeless and that they will be able to find work. Point out that there are always some jobs available and that, with patience and a few "tried and true tricks of the trade", clients will find a job, even if it takes some time. Stress that everyone has something to offer to employers. If clients feel overwhelmed by the whole prospect of searching for a job, explain that they can take it easy, do one thing at a time and gradually increase their job search activities according to how much they feel in control of the situation.

STAGE TWO: EXPLAINING HOW TO USE PART C

1. Workbook

Show clients the Workbook, Part C. Point out that there are instructions throughout on how to complete it. Clients should read the statement in block letters at the beginning of each section and, according to the instructions, answer the questions that follow. Explain that the questions call for answers of YES, NO or NOT SURE and that they are easy to do. Mention that clients probably will have no trouble deciding how to answer the questions, but they should feel free to ask you for help, if necessary. For each of the questions, the Workbook explains what to do next, according to the way one answers; these instructions are given after each question in the box labelled "ASSESSMENT". Usually, if one answered NO or NOT SURE to a question, the Workbook will say to put a checkmark on the Checklist at the end of the Workbook.

You might find it convenient to do section 1 orally with clients to make sure they are ready to complete Part C. This will save time for both you and clients and will allow you to discuss the issue of occupational choice with them, if this proves necessary.

Explain to clients that they should go through the Workbook, reading and answering each of the questions about their job search methods. By answering all of the questions, clients will make sure that no area of their job searches goes unnoticed if it could be improved.

Make special mention of the following:

* If clients answer NO or NOT SURE to either of the questions in Section 1, they should see you to get the Index to Canadian Occupations and/or Part B of PLACE; clients should not continue with Part C if this is the case, since they will not be able to find a job successfully unless they have occupation goals and meet the necessary requirements.

* If a client knows that s/he does not need a resumē in his/her occupation s/he could skip question 2(c)ii. However, it might be a good idea to answer the question, anyway -- it may be useful to prepare a resumē so that one has an organized record of one's qualifications and experience for reference when filling out application forms.

* Although section 5(c), "Closing the Job Search Campaign", may not seem important in getting a job, the habits described there can turn out to be beneficial in the long run, when clients are applying to some of the same employers as part of a future job search campaign.

* Clients should be sure to read and follow carefully the instructions in the Workbook.

2. Using the "Checklist of Your Problem Areas"

Explain to clients that, for Part C, there is a "Checklist of Your Problem Areas", where they can record the aspects of their job searches that, using the Workbook, they discovered could be improved. This Checklist is found on p. 19 of the Workbook. As directed in the ASSESSMENT boxes in each section of the Workbook, clients put a checkmark beside each problem area for which they answered NO or NOT SURE in the Workbook.

3. Sourcebook

Point out to clients that, after completing the Workbook and the "Checklist of Your Problem Areas", one uses the Sourcebook on the World of Work to find information on the best way to carry out a job search. If clients have found out, using the Workbook, that aspects of their job searches could be improved, then they can refer to the Sourcebook to find out how to make those improvements.

Each section in Part C of the Workbook has a corresponding section in the Sourcebook. Clients are referred to the appropriate pages in the Sourcebook by the "Checklist of Your Problem Areas". For most problems, clients can find out how they can improve simply by reading the appropriate pages in the Sourcebook; but, if clients need more help, they should see you and refer to the PLACE Directory to Employment-Related Programs and Services. Point out to clients that the sample forms in the Sourcebook are not to be filled in, but instead they should be used as models of what the client should record on separate sheets of paper.

4. Directory

Mention that there is a PLACE Directory that can help clients find solutions to any job search problems they find they have. Point out that clients will use the Directory, if necessary, after they finish using the Workbook and Sourcebook. You will explain more about the Directory then. (Mentioning the Directory at this point helps to complete clients' overview of how PLACE works.)

5. Client Questions

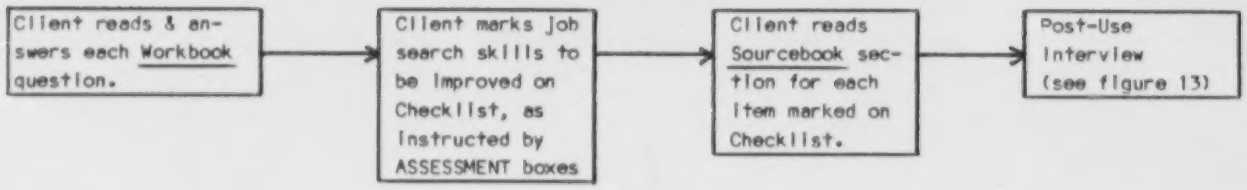
Before they start to use the materials, ask clients whether they have any questions about using Part C of the Workbook, the Sourcebook and/or the Checklist. Deal with any questions that clients have. If you are giving a group session, encourage clients to discuss the material and ask questions among themselves, as well as to come to you if they have any problems.

6. Schedule Post-Use Interview

If clients are about to use Part C at home or alone in the office, schedule interviews at which you and each client will discuss what s/he will have found out; go over any problems; and decide what should be done next. These interviews should take place within a week after you introduce Part C to clients.

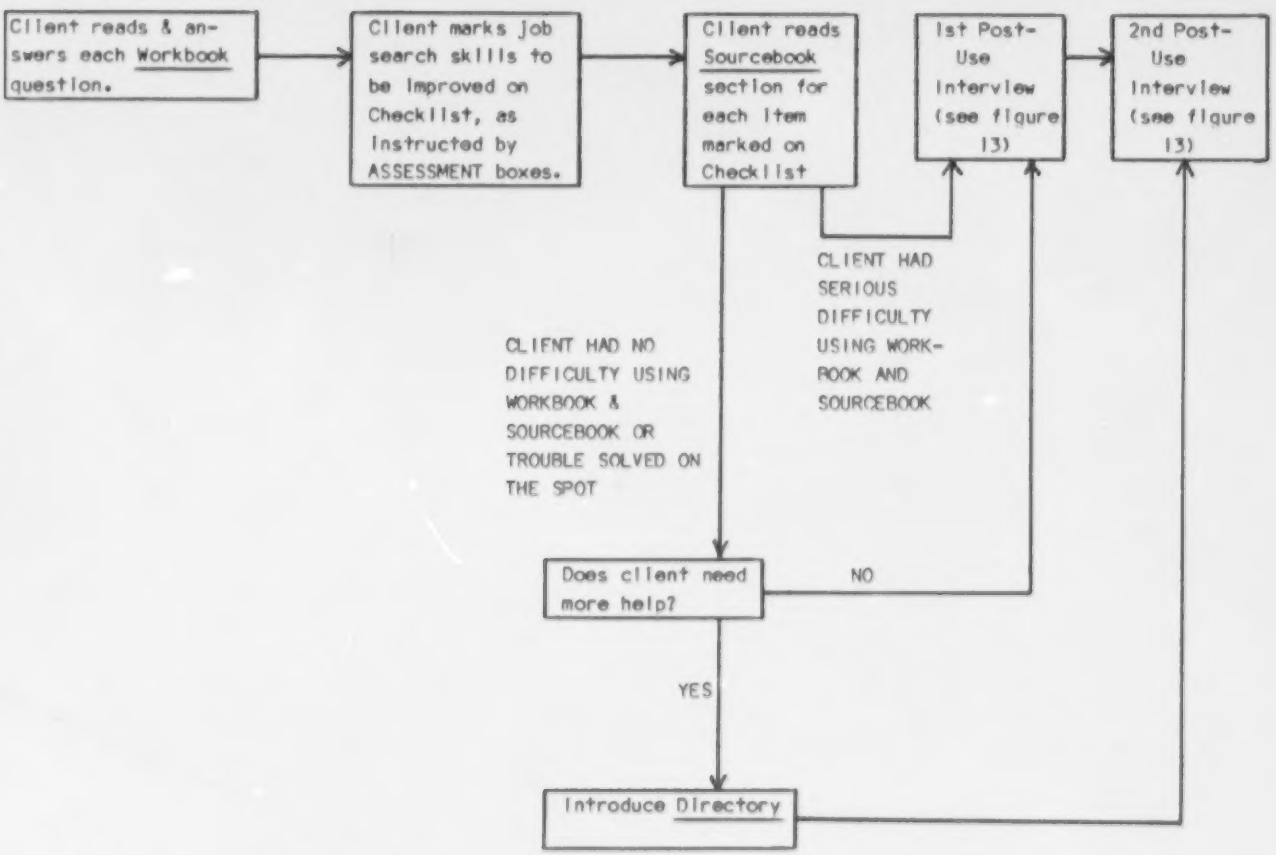
If you are conducting a group session, you should check later in the session to see whether clients have been having any difficulties in using the Workbook and Sourcebook. If so, try to help them, making reference to the notes on pp. 83-84 and pp. 89-90 of this manual, as appropriate. If a client has had substantial difficulty, schedule him/her for a post-use interview to go over the Workbook and Sourcebook. If the clients in the group have had no trouble with the Workbook and Sourcebook, or if you have been able to deal with any difficulties on the spot, ask them whether they feel they need additional plans of action to those described in the Sourcebook; to those who do need other solutions, introduce the Directory, as outlined on pp. 80-81 of this manual. Then, schedule post-use interviews to discuss clients' plans of action individually (see this manual, p. 79, THE SOURCEBOOK, or p. 82, STAGE FOUR, depending on whether a client has been given the Directory).

ASSESSMENT STAGE, PART C: INDIVIDUAL USE


Client reads & answers each Workbook question.
Client marks job search skills to be improved on Checklist, as instructed by ASSESSMENT boxes
Client reads Sourcebook section for each item marked on Checklist.
Post-Use Interview (see figure 13)

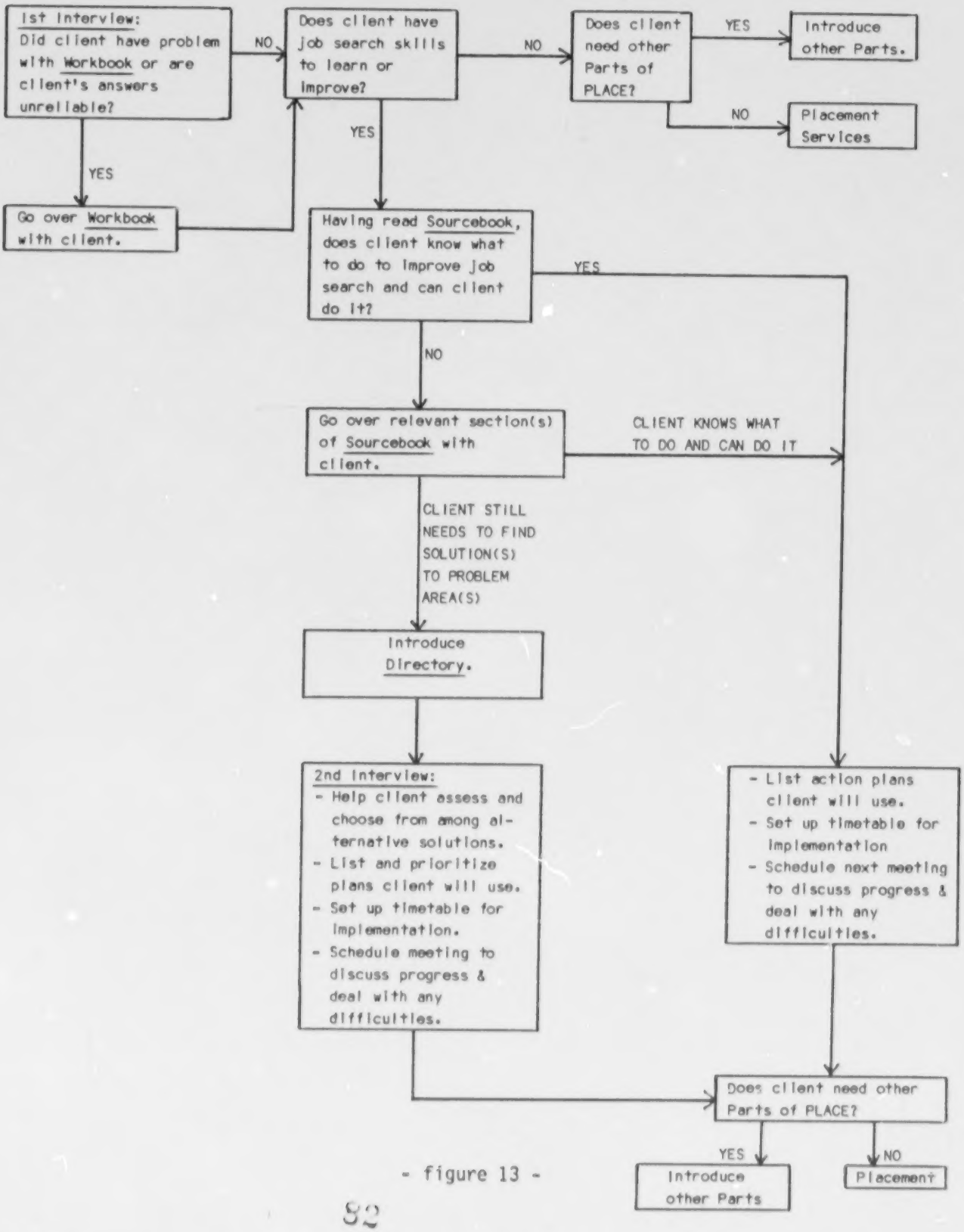
- figure 11-

ASSESSMENT STAGE, PART C: GROUP USE


Client reads & answers each Workbook question.
Client marks job search skills to be improved on Checklist, as instructed by ASSESSMENT boxes.
Client reads Sourcebook section for each item marked on Checklist
1st Post-Use Interview (see figure 13)
2nd Post-Use Interview (see figure 13)
CLIENT HAD SERIOUS DIFFICULTY USING WORK-BOOK AND SOURCEBOOK
CLIENT HAD NO DIFFICULTY USING WORKBOOK & SOURCEBOOK OR TROUBLE SOLVED ON THE SPOT
Does client need more help?
NO
YES
Introduce Directory

- figure 12 -

OVERVIEW OF POST-USE COUNSELLING INTERVIEWS: PART C


1st interview:
Did client have problem with Workbook or are client's answers unreliable?
NO
Does client have job search skills to learn or improve?
NO
Does client need other Parts of PLACE?
YES
Introduce other Parts.
NO
Placement Services
YES
Go over Workbook with client.
YES
Having read Sourcebook, does client know what to do to improve job search and can client do it?
YES
NO
Go over relevant section(s) of Sourcebook with client.
CLIENT KNOWS WHAT TO DO AND CAN DO IT
CLIENT STILL NEEDS TO FIND SOLUTION(S) TO PROBLEM AREA(S)
Introduce Directory.
2nd interview:
- Help client assess and choose from among alternative solutions.
- List and prioritize plans client will use.
- Set up timetable for implementation.
- Schedule meeting to discuss progress & deal with any difficulties.
- List action plans client will use.
- Set up timetable for implementation
- Schedule next meeting to discuss progress & deal with any difficulties.
Does client need other Parts of PLACE?
YES
NO
Introduce other Parts
Placement

- figure 13 -

STAGE THREE: POST-USE INTERVIEW

(If the client already has had the Directory introduced to him/her in a group session, go on to STAGE FOUR, p. 82 of this manual.)

The post-use interview is intended to provide an opportunity for you and the client to discuss what s/he found out when using the Workbook and Sourcebook for Part C; to deal with any problems that the client may have had; and to decide what steps the client should take next.

STEP 1 - The Workbook

Since everything else in the process flows from the way the client fills out the Workbook, it is the logical point at which to start the interview.

a) Ask the client whether s/he had any problems with the Workbook and what problem areas s/he marked on the Checklist.

b) Examine the client's Checklist. If the client a) has marked none of the topics, b) marked only those that, by themselves, would not likely prevent a successful job search (e.g. "Follow-up Procedures"), or c) did not mark problem areas you think s/he might have, you should test the reliability of some of his/her answers to the questions in the Workbook. You can do this by asking the client to give examples of how s/he has practised the skills in past job searches. For example, if the client has answered in the Workbook that s/he does everything that goes into preparing for a job interview, ask him/her to recount how s/he prepared for his/her last job interview. Or if the client has answered that s/he writes a resumé properly, ask to see it.

c) If the client does seem to have had a problem with one or more of the questions in the Workbook, or may not have answered the Workbook accurately, you can use the information in "NOTES FOR HELPING CLIENTS USE PART C OF THE WORKBOOK" on p. 83, when helping him/her to understand the Workbook.

STEP 2 - The Sourcebook

a) After you have cleared up any problems the client may have had in answering the Workbook, ask him/her to read any sections of the Sourcebook that s/he now needs to consult. Then ask the client whether, having read the Sourcebook, s/he now knows what to do to improve his/her job search and whether s/he can do it.

b) If the client answers YES, ask him/her to summarize what s/he will do to improve his/her job search. This makes sure that the client can articulate what s/he has learned and plans to do. It also gives you an opportunity to determine whether the client needs to learn more. On a sheet of paper, list in point form the steps the client plans to take. These steps should be written as client-focussed counselling objectives (see Appendix 2). Help the client to work out a schedule for the implementation of the techniques s/he will use. You and the client should set a date for an interview to discuss the client's progress in carrying out his/her action plans and any

difficulties that s/he may encounter. Additional steps that may be needed can be discussed at that time. (See the Solution Planning Guide, Appendix 1, for more information on setting objectives, choosing solutions and prioritizing plans of action.)

c) If the client cannot explain clearly what s/he will do or if the client tells you that s/he does not know what to do and how to do it, help him/her to go over the relevant sections of the Sourcebook. You can use the information in "NOTES FOR HELPING CLIENTS USE PART C OF THE SOURCEBOOK" on p. 89 to help you explain to the client what s/he does not understand.

In order to help clients use Part C of the Sourcebook, you should be thoroughly familiar with its contents. Then, you will be able to explain anything that clients do not understand or that they balk at reading. In a very real sense, the Sourcebook is a counsellor's guide on its topic area, as well as a reference book for clients. What it describes constitutes the goals clients should set and the plans of action they should implement to solve their job search problems.

d) When you have finished helping the client with the Sourcebook material that s/he did not understand, ask whether there is anything that the client still finds unclear or whether the client sees any difficulties with the methods outlined in the Sourcebook. (From time to time, a client may have a better idea. Write it down and send it to us!) If s/he has no more problems, you and the client should list in point form the steps s/he plans to take to improve his/her job search. These steps should be written as client-focussed counselling objectives (see Appendix 2). Help the client to work out a schedule for the implementation of those plans. Then, arrange a date for you and the client to meet to discuss his/her progress in carrying out his/her action plans and any difficulties the client may encounter. Additional steps that may be needed can be discussed at that time.

STEP 3 - The Directory to Employment-Related Programs and Services

For many clients, the job search techniques described in Part C of the Sourcebook will have been sufficient. However, there are circumstances in which the Directory to Employment-Related Programs and Services can be invaluable for finding plans of action to improve job search skills.

What the client should do to improve his/her job search skills still may not be clear in his/her mind, even after the discussion of what s/he found out in the Sourcebook. It may be that the printed page is not the best medium for teaching job search skills to that client; or s/he may have a problem related to job search, but not covered specifically in Part C of the Sourcebook.

If the client still does not know what to do to improve his/her job search or cannot do what is necessary unassisted, help him/her to specify exactly what s/he needs but which could not be found in the Sourcebook. Write each item as a client-focussed counselling objective (see Appendix 2). At this point, introduce the PLACE Directory and help the client use it to choose the programs, services or strategies that will best suit his/her needs.

Introducing the Directory

i) Explain to the client that the PLACE Directory can help find methods of solving his/her job search problems. Point out the "Index", which, for Part C, indicates CEIC programs, community services and personal strategies that can help with each main job search topic dealt with in the Workbook.

Turn to the page for the main topic that includes one of the client's problem areas. Note the CEIC programs listed there and the page references for finding descriptions of each of those programs in the Directory. Show the client where to find the program descriptions. If there are any shown, note also the community programs and services that might be appropriate and how to find out more about them. Finally, point out any solution strategies that the "Index" may describe for the topic.

ii) Tell the client to use the PLACE Directory for each problem area that remains unresolved after s/he has used the Sourcebook. Explain to the client that s/he should gather information about each program that might help him/her solve a problem area. Mention that the client does not need to gather information about programs that clearly are not appropriate, even though they may be listed under the topic the client is looking up. The client should be ready to make telephone calls and ask you questions about CEIC programs in order to gather all the information s/he will need.

iii) Point out to the client that s/he should have in mind the following considerations (if applicable) when researching each possibly appropriate program:

- Can the program help me?
- Am I eligible to use the program?
- Can I afford the time and/or money to take the program? If not, what assistance can be arranged?
- Is the program located where I can get to it easily and whenever necessary?
- Is the duration of the program acceptable?
- Is the starting date of the program (if applicable) acceptable?
- Is there space available for me in the program?
- What effect, if any, will participating in the program have on my income? (For example, can I get a training allowance to take the program?)

iv) Tell the client not to worry if, when researching a program, s/he finds out something about it that will make it difficult for him/her to use. Point out that the client should still gather all the relevant information about the program. Afterwards, you and the client will discuss all the pros and cons of each program, including any difficulties, and choose plans of action that are best suited to the client's situation.

v) After you have explained how to use the Directory to the client, ask whether s/he has any questions and deal with any that arise. Then, ask the client to use the Directory and arrange a time to meet to discuss what s/he finds out. The client should use the Directory on your premises.

STAGE FOUR

After the client has finished using the Directory, you and s/he should discuss the information s/he found; choose a suitable program, service or strategy; and make plans to register the client for any program or service s/he chooses. If the client needs more than one program, service or strategy to deal with his/her problem areas, help the client to decide on the order in which those plans of action should be implemented. (In the case of Part C, one program often deals with several problem areas.) For a job search problem, there should be little difficulty in finding an appropriate program or service, since there are several good ones available. Among the CEIC programs, the following may be helpful because of their different approaches to the material covered in Part C of the PLACE Sourcebook:

- Creative Job Search Techniques (CJST) for its group discussion and interaction approach (most effective with clients who have at least a little experience with the job market);
- Creating a Career for its classroom approach to readings and exercises similar to those in PART C of the Sourcebook (most effective with youths and people who have little experience with the job market);
- Moving On to a Job for its easy readability and use either in groups or individually (most effective with young people about to enter the job market).

In addition, you can specifically ask the client whether s/he likely would have difficulty affording to travel to other areas to contact potential employers and/or to attend job interviews. This query is appropriate if there is little or no work available in the client's occupation in his/her own area. If the client does have such a problem, you can suggest the Canada Manpower Mobility Program (CMMP), which provides financial assistance to people in that situation. Refer the client to the CMMP description in the Directory to Employment-Related Programs and Services so that s/he can find out whether the Mobility Program can help him/her.

After you and the client have decided on the right program, help him/her to arrange to take part in it. Also, set a date to meet with the client so that you can review his/her progress, determine whether s/he needs additional help (e.g. PART E of PLACE to deal with personal needs that may be affecting the client's job search) and clarify what the client should do next, including any additional steps that may be required to overcome the client's problem areas.

(For more information on how to use the PLACE Directory and on evaluating, choosing and prioritizing plans of action, see the "Solution Planning Guide", Appendix 1.)

NOTES FOR HELPING CLIENTS USE PART C OF THE WORKBOOK (FOR REFERENCE)

Note: Situations Where Reference to the Sourcebook May Not Be Required

There are some sections in Part C of the Workbook where the client may have felt it pointless to have to go to the "Checklist of Your Problem Areas" and the Sourcebook simply because s/he answered NO to one or two of the more straightforward questions in the section. It often is sufficient to have read the question. It is at the client's discretion whether s/he needs to go to the Sourcebook in such a situation. However, you should ask the client whether s/he found any questions s/he did not want to look up in the Sourcebook. Then, double-check that the client really did not need to consult the Sourcebook on those questions.

Read the appropriate sections of the Workbook in conjunction with the following material.

2. Initial Preparation

(c) Preparing Your Personal Information Package
i) Preparing Your Documents (Workbook, p. 5)

The client should check 2(c) i), "Preparing Your Documents", on the Checklist only if s/he lacks a SIN or if s/he does not have other documents but thinks s/he will need them.

How to tell whether each document is needed (if the client does not know or you think the client may need a document):

Social Insurance Number: Everyone needs a Social Insurance Number to work in Canada.

Proof of Citizenship: If the client is looking for work in an occupation that specifically requires Canadian citizenship or with employers (e.g. governments, police, etc.) that likely will require it, s/he should be prepared to offer proof of citizenship at job interviews or as part of his/her written applications. Birth certificates, baptismal certificates (Quebec), Citizenship Certificates and passports usually are the accepted proofs of citizenship. A Social Insurance Number is not proof of citizenship, only of the legal right to work in Canada.

If the client does not know the citizenship requirements of his/her occupation, s/he should see PART B of the Sourcebook, pp. 51-52, and perhaps should complete Part B of PLACE.

Samples of Work: As a rule, only small samples of work are of the sort that one might be required to bring to a job interview. These include publications one has written, photographs one has taken, etc. Such tangible samples of work are good to have when applying for jobs in which the production of such items is central to the duties.

Letters of Reference or Lists of References: This is something that varies from employer to employer, although references are required more commonly in occupations that involve a high level of qualifications and/or responsibility.

Unless the client is certain that letters of reference are necessary, s/he does not have to have them; but a client who looks for a job without having a list of at least three references is running a risk of being caught unprepared.

Transcripts of Grades: Transcripts usually are required only for occupations that involve a high level of qualifications. If an employer wants a transcript, the requirement usually is stated specifically and usually the client is not expected to provide it on the spot. In fact, many educational institutions do not supply their former students with official transcripts, but prefer to send any copies directly to the prospective employers. Thus, if transcripts are needed, it is sufficient if the client can arrange to have them sent.

Resumé: Resumés frequently are required for white-collar jobs, but less often for blue-collar occupations. However, because they are a good way of organizing the information the client needs when filling in application forms, it is advisable, even for blue-collar workers, to have one.

(e) Locating Job Prospects (Workbook, pp. 7-8)

Some of the sources shown in this section may not be relevant to the client's area or occupation. In such cases, the client need not check 2(e), "Locating Job Prospects", on the Checklist if there are fewer than five sources of openings that s/he could be using.

5. Follow-up Procedures

(b) Dealing with Job Offers (Workbook, p. 17)

Point out to the client that, when a job offer has been made orally, it usually can be answered orally. Thus, questions 2 and 3 can be interpreted to refer to responses to job offers that are made by letter, by telephone or in person.

Checklist of Your Problem Areas and the Sourcebook

The client is directed by Part C of the Workbook to mark topics as problems on the "Checklist of Your Problem Areas", when appropriate. The Checklist refers the client to the pages in Part C of the Sourcebook on the World of Work that describe the job search skills needed and how to practise them. Sometimes the Checklist refers the client to a section of the Sourcebook that is somewhat long. Yet the client, having answered NO to just one or two out of several questions in the corresponding section of the Workbook, may need to read only a few of the pages in the Sourcebook to which s/he has been referred.

You can use the table below with clients who need to cover only one or two small points to do with a given topic in the Workbook. The table gives detailed page references in Part C of the Sourcebook for individual questions from Part C of the Workbook. Simply give each client the specific page references that deal with the points that s/he needs to cover. Keep in mind, however, that a client often can benefit from reading an entire section from the Sourcebook instead of just a few specific pages. By doing so, s/he can reinforce his/her job search skills for a given topic and put the specific points s/he needs to cover in their proper context. If:

1. the client has answered NO to just one or two out of several questions on a given topic in the Workbook;
2. the client's job search skills for that topic are otherwise strong; and
3. the client is inclined to become impatient if made to sort through more than the specific pages for the point s/he needs to cover,

you can make the short-cut of the detailed Sourcebook references available to him/her. The third of these criteria is critical; if the client is not inclined to become impatient and frustrated with the process, s/he can skim with equanimity any pages that are not directly relevant to his/her problem(s).

DETAILED PART "C" SOURCEBOOK REFERENCES FOR WORKBOOK QUESTIONS

1.	Preliminary Steps	pp. 7-8
	(a) Choosing an Occupation	7
	(b) Checking Your Qualifications	8
2.	Initial Preparation	9-52
	(a) Preparing a Work Site	9-12
	i) private place for use every day	10
	ii) access to telephone	10
	iii) necessary working materials	10-11
	(b) Preparing Your Personal Appearance	12-14
	i) kind of clothing needed for interviews	12-14
	ii) necessary clothiny gathered and fit to be worn at moment's notice	12-14
	(c) Preparing Your Personal Information Package	14-34
	i) Preparing Your Documents	14-15
	ii) Preparing Your Resumē	16-34
	a) title	20
	b) personal information section	20-21
	c) work experience - chronological listing	22-23
	- functional listing	23-24
	d) education	21-22
	e) skills and interests	24
	f) references	24-25
	g) neatly typed resumē on one or two pages	25-33
	h) at least 20 copies on hand	34
	(d) Scheduling and Record-Keeping	34-41
	i) method for scheduling daily and weekly job search activities	34-35,39-40
	ii) recording and keeping track of status of applications	36-37,38,41
	iii) recording names and addresses of prospective employers	37,41
	(e) Locating Job Prospects	43-51
	i) employment agencies	44-45
	ii) friends, relatives, neighbours, professional acquaintances	47-48
	iii) help wanted ads in newspapers and trade magazines	45-46
	iv) stories on expansions and diversifications in newspapers and trade publications	47
	v) lists of companies in occupational field (directories, etc.)	48-49
	vi) unions and union hiring halls	45
	vii) previous employers	--
3.	Making Contact with Employers	53-86
	(a) Written Applications	53-69
	i) The Covering Letter	54-61
	a) return address and date	57

DETAILED PART "C" SOURCEBOOK REFERENCES FOR WORKBOOK QUESTIONS (continued)

b) inside address with recipient's name and title	57
c) formal greeting (salutation)	57
d) introduction - specify job applied for and source of information	57-58
e) body - convincing summary of qualifications	58-59
f) conclusion requesting interview and providing phone number	59-60
g) suitable closing	60
h) hand-sign and type name	60
i) typed neatly, standard business format	54-56
j) one page long	54
k) proofread carefully	55
ii) The Application Form	61-69
- follow instructions exactly	63
- write clearly and readably	62-63
- answer all questions completely	63
- answer all questions accurately and honestly	64
- bring resumé for reference when completing application	64
- show how qualifications match job requirements	69
- proofread completed application carefully	64
(b) Telephone Inquiries and Applications	69-82
- phone from quiet, private location	--
- plan what to say (list qualifications that fit job)	70,71,73,74,77
- introduce self and state reason for call	75,77-78
- summarize relevant qualifications	75,76,78-80
- give name and phone number during working hours	76,80-81
- write down time of any interview arranged	80-81
- speak politely to everyone, find out and use name of person in charge of interviews	70,71,73,77
(c) Personal Visits	83-86
i) dress and grooming	85
ii) speak politely to receptionist or person in charge	(115-116)
iii) follow instructions carefully and politely	--
iv) sit quietly, avoid interrupting work of others and avoid annoying habits while waiting	(116)
v) know kind of work applied for and indicate this to interviewer	--
4. The Interview	87-124
(a) Preparing for the Interview	87-109
1. make summary of qualifications for job applied for	91-95
2. prepare answers for questions that likely will be asked	91-107
3. find out about company's history, products, service	88-90
4. check time and location of interview and name of interviewer	109

DETAILED PART "C" SOURCEBOOK REFERENCES FOR WORKBOOK QUESTIONS (continued)

5.	plan method of transportation and route to interview so that you can arrive 10-15 minutes early	109
6.	choose suitable clothes that are clean and pressed	109
7.	gather materials needed such as personal information package, writing materials and money	109
8.	get a good night's rest	109
(b)	Participating in the Interview	109-117
1.	greet people in friendly, polite way	109-110,114, 115-116
2.	give brief, relevant answers to interviewer's questions	114,117
3.	keep references to personal life brief and relevant	110,117
4.	follow the lead of the interview	114,116
5.	have necessary papers (SIN, resumé, etc.) handy	--
6.	express interest in the job	109,114,116
7.	speak clearly and audibly	116
8.	avoid annoying habits	116
9.	appear relaxed but alert	110,116
10.	leave promptly when interviewer indicates interview is over	115,117
11.	thank the interviewer by name for his/her time	115,117
(c)	Evaluating the Interview	117-123
1.	make list of topics discussed in the interview	118
2.	analyze strengths and weaknesses of your performance at interview	118-119, 122-123
3.	attempt to see yourself as interviewer saw you	119,120-121
4.	plan ways to improve performance at next interview	123
5.	Follow-up Procedures	125-138
(a)	Keeping in Touch with Employers	125-128
1.	write or phone to thank interviewer	125
2.	make call or letter short and business-like	126
3.	express interest in job	126-127
4.	mention important points not covered in interview	126-127
5.	ask to be told results of interview	127-128
(b)	Dealing with Job Offers	128-137
1.	consider whether job is the one to accept	128-130
2.	write letter of acceptance or refusal within 2 days	131-137
3.	write letter in short business-like manner stating acceptance, refusal or conditions of acceptance	131-137
(c)	Closing the Job Search Campaign	137-138
1.	thank people who helped during search	138
2.	inform agencies and companies that you are no longer available	137-138
3.	keep files for reference during next job search	138

NOTES FOR HELPING CLIENTS USE PART C OF THE SOURCEBOOK (FOR REFERENCE)

Note: Some sections of PART C of the Sourcebook include examples of forms, record sheets and checklists that the client can use as aids to his/her job search. These samples are intended as models for forms, record sheets and checklists that the client should create for himself/herself. They are not consumables. However, these samples almost inevitably will be filled in by clients as each copy of the Sourcebook is given repeated use. You should make sure you keep at least one Sourcebook, Part C, in mint condition so that you can reproduce any forms you may need.

Read the appropriate sections of the Sourcebook in conjunction with the following material.

2. Initial Preparation

(e) Locating Job Prospects (Sourcebook, pp. 43-51)

Make sure that the client knows that it is not necessary to use all of the types of sources listed, especially since they may not all exist in his/her area. You should be aware of the kinds of sources that do and do not exist in the area so that you can tell the client. Still, all the sources described in this section should be mentioned so that the client might remember them in future when s/he does have access to them.

4. The Interview

(a) Preparing for the Interview (Sourcebook, pp. 87-109)

Stress the importance of preparing answers to the sorts of questions that will probably be asked at the interview. This step involves both anticipating the questions and deciding what to say in response. Help the client to determine the kinds of questions that are likely to come up in his/her situation. The following kinds arise in almost any interview:

1. Describing Your Qualifications (pp. 91-92)
2. Describing Your Work Experience (pp. 92-93)
3. Describing Your Educational Background (pp. 93-94)
6. Assessing Your Job Knowledge (p. 97)
7. Assessing Your Knowledge of the Company (p. 98)

The following kinds of questions come up frequently, especially in interviews for permanent, career-oriented jobs:

4. Describing Your Accomplishments (p. 95)
5. Describing Your Career Goals (pp. 96-97)
9. Assessing Your Attitudes, Values and Personality (pp. 99-100).

The following kinds of questions come up in interviews a little less often, but it is important to consider whether they might apply to the client and the sorts of jobs for which s/he would be applying:

8. Assessing Your Attitude Towards Previous Jobs (pp. 98-99)
10. Assessing Your Ability to Deal with People (p. 101)
11. Discussing Earnings and Benefits (pp. 102-103).

Most interviews include some questions that call for personal information. The list on p. 105 of the Sourcebook gives a number of examples. Make sure the client reads them and considers what answers s/he would give and which questions s/he would politely refuse to answer. In connection with questions on personal information, explain to the client the guidelines on pp. 103-104.

(b) Participating in the Interview (Sourcebook, pp. 109-117)

Interview participation and behaviour are the hardest job search skills to learn simply by reading a section in a book. You may find it a good idea, at this stage, to impart a few words of wisdom to reassure the client about interviews. Good points to mention include:

i) An interview is not a test and the client is not a "failure" if s/he does not get hired; after all, for each vacant job, all but one of those who apply will "fail".

ii) Being turned down for a job does not mean that the client is not right for the job; it just means that one other person seems to match what the employer needs a little more closely.

iii) The interview is the client's opportunity to display to the fullest what s/he has to offer. The client can take advantage of it by asking what the interviewer is looking for and tailoring what s/he says in the interview to the employer's needs. This is asking "What do you need?" and demonstrating "I've got it". A job interview is really a sales situation.

Chapter VIII
PART D: DOING WELL ON THE JOB

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Chapter VIII
PART D: DOING WELL ON THE JOB

INTRODUCTION

Part D of PLACE helps clients to assess whether they have the work habits and behaviours that are expected of them on the job. These habits and behaviours include appearance, timekeeping and following company policies; meeting work standards; getting along with people encountered on the job; and showing initiative. Part D of PLACE then assists clients to improve their work habits and behaviours, if improvements are required.

The topics covered in Part D constitute job adaptation skills that everyone in the labour market should have, although the precise details may vary from job to job. As such, clients can complete Part D without reference to a specific occupation goal. However, how clients afterwards apply the skills they learn in Part D can be affected by their occupations, and it can be easier to fully understand those skills by relating them to specific work situations, either past or present.

Clients complete Part D of the Workbook first, identifying aspects of their work habits and behaviours that they should improve; only after they have done so do they consult the Sourcebook on the World of Work to find out what they can do to keep jobs, do their work well and increase their chances of advancement.

Part D's point-by-point approach suggests to clients that identifying and discovering how to solve problems with the way they work can be done in a fairly simple and organized way. Reading the Sourcebook and following its guidelines is often enough to enable clients to improve their work habits and behaviours. However, clients can consult the Directory to Employment-Related Programs and Services if they need more practice and guidance to learn the work habits and behaviours they need to improve.

Clients can use Part D individually (as homework or in the office) or in groups (helping each other complete the Workbook and understand the Sourcebook).

MATERIALS REQUIRED TO USE PART D

The following materials should be on hand for use with Part D of PLACE:
- the PLACE Workbook, Part D, for the client (this is a consumable item that clients should keep);
- the PLACE Sourcebook on the World of Work, Part D, for clients' reference;
- the PLACE Directory to Employment-Related Programs and Services, including, if available, the directory of community services for your area.

HOW TO USE PART D WITH CLIENTS

STAGE ONE: INTRODUCING THE IDEA OF PART D

A client who might benefit from using Part D of PLACE is one who has a history of frequent job changes; has been refused a job referral by a counsellor; or who has requested a special service that deals with working behaviours (e.g. Job Readiness Training). Part D might also be appropriate if a client is still having trouble getting a job after using Parts A/B and C of PLACE.

After you have identified such a client, offer him/her PLACE by paraphrasing the following:

> "There is a program available that might help you. It's called PLACE and Part D, Doing Well on the Job, is a point-by-point way of finding out all the things you should be doing on the job to be doing it well. PLACE can help you by determining whether you are doing all these things. If you do find that some aspects of your work habits could be improved, PLACE explains how to go about doing so. A little time and effort will be required, but the system is not hard to use. Are you interested?"

If the client wants to use PLACE or wants to find out more about it, point out that s/he will be comparing his/her work habits with the ones most employers expect people to have. In this way, the client can determine whether s/he shows s/he is committed to doing a good job. Show the client the list of topics at the front of the Workbook. Explain that the client can find information on how to improve each work habit s/he does not practise well or about which s/he is not sure. PLACE provides a framework to help the client assess these matters and find ways of overcoming any problems. Point out that it is the client who knows best what work habits and behaviours s/he has or does not have; PLACE provides a convenient way of checking those habits and behaviours and, if necessary, improving them.

If the client decides to go ahead and use Part D of PLACE,

- explain how to use Part D then and there,
- schedule another interview, or
- register the client for a group session.

When Part D is introduced to the client, s/he should be given the Workbook and Sourcebook. Then, the introduction below should be given.

STAGE TWO: EXPLAINING HOW TO USE PART D

1. Workbook

Show clients the Workbook, Part D. Point out that, throughout, there are instructions on how to complete it. Clients should read the introduction to each main topic and the statement in block letters at the beginning of each section. Then, they should answer the questions that follow, according to the instructions. Explain that, for each question, clients simply check the appropriate answer. Mention that clients probably will have no trouble answering the questions, but that they should feel free to ask you for help, if necessary. For each of the questions, the Workbook explains what to do next, according to the way one answers. These instructions are given after each section in the box labelled ASSESSMENT. The Workbook will say to put a checkmark on the Checklist (p. 19) if one finds a work habit that could be improved.

Explain to clients that they should go through the Workbook and answer each of the questions about their work habits and behaviours. By answering all of the questions, clients will make sure that none of their work habits go unnoticed if they could be improved.

Make special mention of the following:

* Clients should be sure to read and follow carefully the instructions in the Workbook.

* The Workbook is not a test, but a means for clients to check their work skills and discover how they can help themselves. Therefore, clients should answer the Workbook honestly so that they can get the most out of it.

* If clients have never worked, they should think of other activities in which they have been involved, when answering the Workbook (e.g. school, unpaid or volunteer work, activities as members of clubs or other groups, community work). Even if clients have not worked before, the exercise of completing the Workbook will help them to discover what work habits and behaviours are important and to evaluate their own attitudes.

* In addition to thinking about past work or other activities when answering the Workbook, clients should also consider what others have said about their work behaviours.

* Clients should note that they need not answer questions 3(a)i, 3(a)ii & 3(b)ii if the work they have been doing does not involve supervising others. Nor do they need to answer question 3(b)iv if the work they have been doing does not involve dealing with the public (e.g. customers).

2. Checklist

Explain to clients that, for Part D, there is a "Checklist", where users can record the work habits and behaviours that, using the Workbook, they discovered they should improve. This Checklist is found on p. 19 of the Workbook. As directed in the ASSESSMENT boxes in each section of the Workbook, clients put a checkmark beside each problem area they identify. Point out that clients should not leave out any problem areas they discover, since how completely they use the Checklist will affect the way they explore needed work habits in the Sourcebook. (Explain to clients that, for now, they can ignore the Solutions Planning Chart and the Choosing Solutions Worksheet that follow the Checklist.)

3. Sourcebook

Point out to clients that, after completing the Workbook and the Checklist, one uses the Sourcebook on the World of Work to find information about good work habits. If clients have found out, using the Workbook, that they should improve certain work habits, then they can refer to the Sourcebook to find out how to do so.

The Checklist in the Workbook refers clients to the appropriate sections in the Sourcebook. There, clients read some introductory material and follow the page references that they find, according to their specific needs. For most problems, clients can find out what they need to do to improve simply by reading the appropriate pages in the Sourcebook; but, if clients need more help, they should see you and refer to the PLACE Directory to Employment-Related Programs and Services. Emphasize to clients that they should follow carefully the instructions they find in the Sourcebook, referring to all the appropriate pages in the correct order and for each of the items they mark on their Checklists.

Demonstrate how the Sourcebook works, using an example (e.g. 3(a)iii, Communications Skills - Receiving Instructions). Point out the page in the Sourcebook to which the Checklist refers clients if they put a checkmark beside 3(a)iii: p. 49. Mention that the Checklist refers clients to the same page if they check any of the other items under 3, "Working with People" (e.g. receiving feedback, working with supervisors, etc.), but that the specific items they check will determine the pages they would read next. Find p. 49 in the Sourcebook and show clients the information found there and the page references that follow on p. 50. Since the example you are using comes under "Communications Skills", turn to p. 51 as directed. Show clients the introduction and story found there, the quiz on p. 55 and the additional page references that follow. Continuing with the same example, point out the questions for "Receiving Instructions" and turn to p. 64. Show clients the information on receiving instructions found there. Explain that clients would read all the sections under 3, "Working with People", that correspond to the items they marked on the Checklist. Then they would

go through the above procedure for each of the other three main topic areas, as appropriate. (Under "The Next Steps" in a chapter, clients need answer only the questions that correspond with the items they marked on their Checklists.)

4. Directory

Mention that there is a PLACE Directory that can help clients to find solutions to problems with work habits they find they have. Point out that clients will use the Directory, if necessary, after they finish using the Workbook and Sourcebook. You will explain more about the Directory, then. (Mentioning the Directory at this point helps to complete clients' overview of how PLACE works.)

5. Client Questions

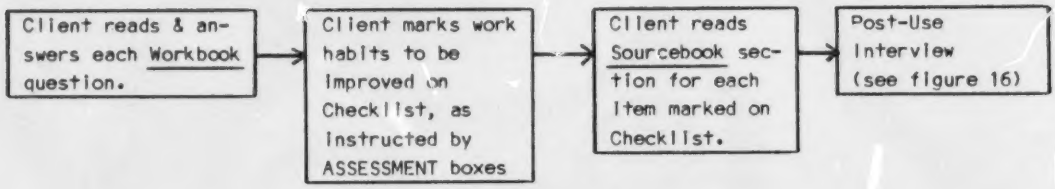
Before clients start to use the materials, ask them whether they have any questions about using the Workbook, Sourcebook and/or Checklist for Part D. Deal with any questions that clients have. If you are giving a group session, encourage clients to discuss the material and ask questions among themselves, as well as to come to you, if they have any problems.

6. Schedule Post-Use Interview

If clients are about to use Part D at home or alone in the office, schedule interviews at which each client will discuss what s/he will have found out; go over any problems; and decide what should be done next. The interviews should take place within a week after you introduce Part D to clients.

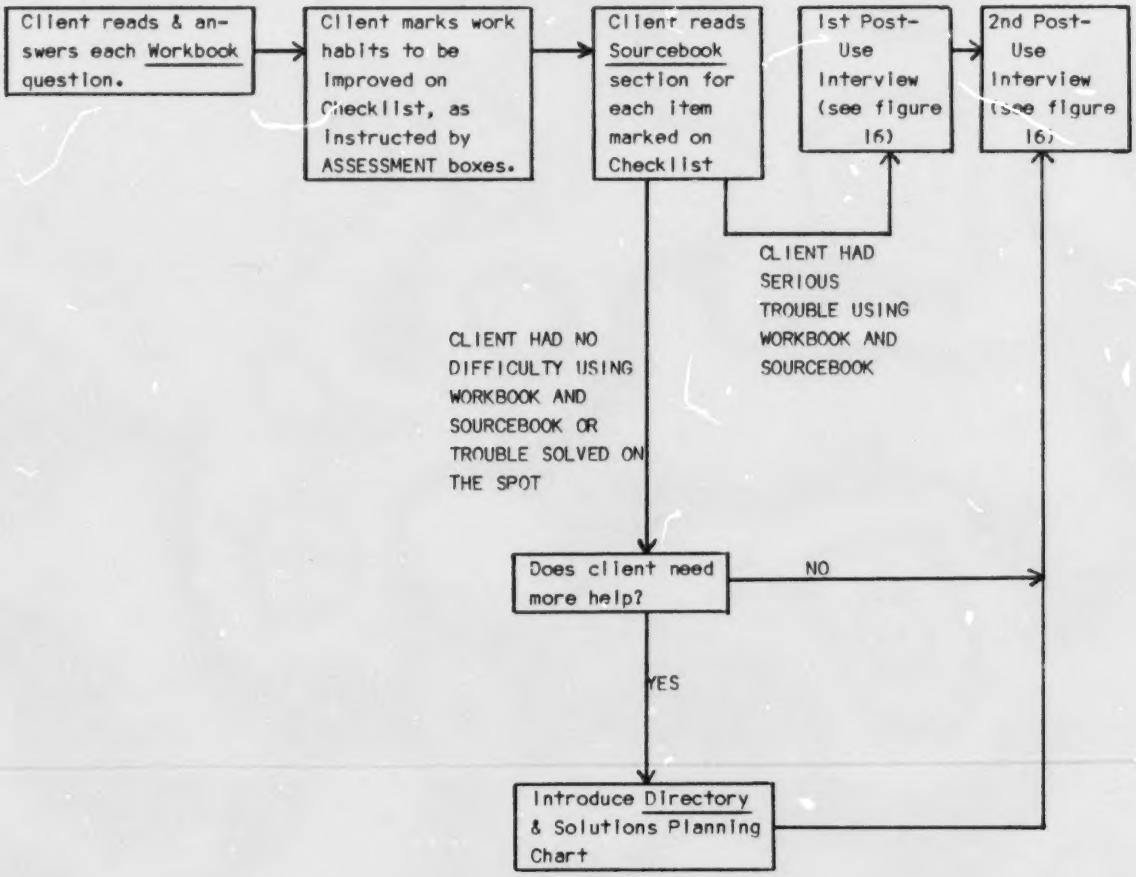
If you are conducting a group session, you should check later in the session to see whether clients have been having any difficulties in using the Workbook and Sourcebook. If so, try to help them, making reference to the notes on pp. 106-107 and pp. 108-109 of this manual, as appropriate. If a client has had substantial difficulty, schedule him/her for a post-use interview to go over the Workbook and Sourcebook. If the clients in the group have had no trouble with the Workbook and Sourcebook, or if you have been able to deal with any difficulties on the spot, ask them whether they feel they need additional plans of action to those described in the Sourcebook; to those who do need other solutions, introduce the Directory, as outlined on pp. 102-103 of this manual. Then, schedule post-use interviews to discuss clients' plans of action individually (see this manual, p. 101, THE SOURCEBOOK, or p. 104, STAGE FOUR, depending on whether a client has been given the Directory).

ASSESSMENT STAGE, PART D: INDIVIDUAL USE


Client reads & answers each Workbook question.
Client marks work habits to be improved on Checklist, as instructed by ASSESSMENT boxes
Client reads Sourcebook section for each item marked on Checklist.
Post-Use Interview (see figure 16)

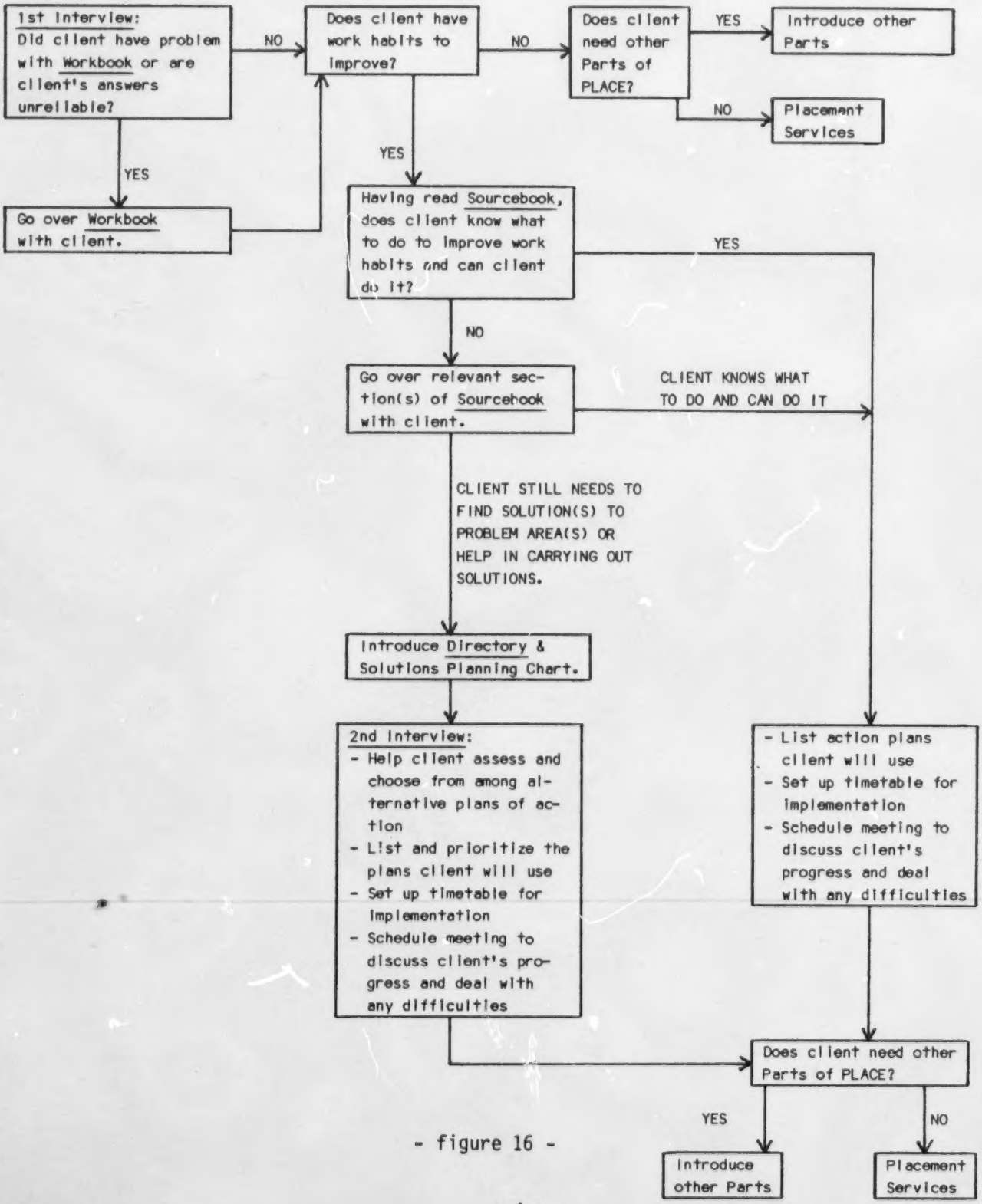
- figure 14 -

ASSESSMENT STAGE, PART D: GROUP USE


Client reads & answers each Workbook question.
Client marks work habits to be improved on Checklist, as instructed by ASSESSMENT boxes.
Client reads Sourcebook section for each item marked on Checklist
1st Post-Use Interview (see figure 16)
2nd Post-Use Interview (see figure 16)
CLIENT HAD SERIOUS TROUBLE USING WORKBOOK AND SOURCEBOOK
CLIENT HAD NO DIFFICULTY USING WORKBOOK AND SOURCEBOOK OR TROUBLE SOLVED ON THE SPOT
Does client need more help?
NO
YES
Introduce Directory & Solutions Planning Chart

- figure 15 -

OVERVIEW OF POST-USE COUNSELLING INTERVIEWS: PART D


1st Interview:
Did client have problem with Workbook or are client's answers unreliable?
NO
Does client have work habits to improve?
NO
Does client need other Parts of PLACE?
YES
Introduce other Parts
NO
Placement Services
YES
Go over Workbook with client.
YES
Having read Sourcebook, does client know what to do to improve work habits and can client do it?
YES
NO
Go over relevant section(s) of Sourcebook with client.
CLIENT KNOWS WHAT TO DO AND CAN DO IT
CLIENT STILL NEEDS TO FIND SOLUTION(S) TO PROBLEM AREA(S) OR HELP IN CARRYING OUT SOLUTIONS.
Introduce Directory & Solutions Planning Chart.
2nd Interview:
- Help client assess and choose from among alternative plans of action
- List and prioritize the plans client will use
- Set up timetable for implementation
- Schedule meeting to discuss client's progress and deal with any difficulties
- List action plans client will use
- Set up timetable for implementation
- Schedule meeting to discuss client's progress and deal with any difficulties
Does client need other Parts of PLACE?
YES
NO
Introduce other Parts
Placement Services

- figure 16 -

STAGE THREE: FIRST POST-USE INTERVIEW

(If the client already has had the Directory and the Solution Planning Guide introduced to him/her in a group session, go on to STAGE FOUR, pp. 104-105 of this manual.)

The post-use interview is intended to provide an opportunity for you and the client to discuss what s/he found out when using the Workbook and Sourcebook for Part D; to deal with any problems that the client may have had; and to decide what steps the client should take next.

STEP 1 - The Workbook

Since everything else in the process flows from the way the client fills out the Workbook, it is the logical point at which to start the interview.

a) Ask the client whether s/he had any problems with the Workbook and what problem areas s/he marked on the Checklist.

b) Examine the client's Checklist. Did the client mark any topics on the Checklist as problem areas? Did the client mark the problem areas you expected? Do the problem areas the client marked include those that you know (or suspect) have contributed to his/her failure to keep jobs in the past?

   If the answer to any of these questions is NO, you should test the reliability of some of the client's answers to the questions in the Workbook. You can do this by asking the client to give examples of how s/he practised good work habits in past jobs. For example, if the client answered in the Workbook that s/he wears appropriate clothing at work, ask him/her to describe the clothing s/he usually wore in his/her last job. Or if the client answered that s/he cared properly for equipment and materials, ask him/her to describe how well s/he did this in his/her last job.

   Another way of testing the reliability of the client's answers to certain questions in the Workbook is to ask why the client lost or left his/her last job and/or earlier jobs. Then, suggest to the client how his/her answer indicates a possible problem area. For example, the client may say that s/he had a personality conflict with his/her boss. Ask the client whether that conflict suggests s/he might have a problem with "Communications Skills" or "Human Relations Skills" (e.g. "Receiving Instructions", "Receiving Feedback", "Working with Supervisors").

   Remember that you are not trying to catch the client in a lie. The client may already be inclined to be self-justifying about his/her behaviour in past jobs. If the client gets the feeling you are challenging him/her, s/he may become even more self-justifying and you will have difficulty helping him/her. Simply ask the questions that you feel will help the client clarify his/her responses in the Workbook; and, when appropriate, help the client to see any connections s/he may have missed between past work and the potential problem areas covered in the Workbook.

c) If the client does seem to have had a problem with one or more of the questions in the Workbook, or may not have answered the Workbook accurately, you can use the information in "NOTES FOR HELPING CLIENTS USE PART D OF THE WORKBOOK" on p. 106 when helping him/her to understand the Workbook.

STEP 2 - The Sourcebook

a) After you have cleared up any problems the client may have had in completing the Workbook, ask him/her to read any sections of the Sourcebook that s/he now needs to consult. Then ask the client whether, having read the Sourcebook, s/he now knows what to do to improve his/her work habits and behaviours and whether s/he can do it.

b) If the client answers YES, ask him/her to summarize what s/he will do to improve his/her work habits and behaviours. This step makes sure that the client can articulate what s/he has learned and plans to do. It also gives you an opportunity to determine whether the client needs to learn more. On a sheet of paper or on the Solutions Planning Chart on p. 20 of the Workbook, list in point form the steps the client plans to take. These steps should be written as client-focussed counselling objectives (see Appendix 2). Ask the client whether s/he would like help in practising the work habits and behaviours s/he needs to improve. If so, help the client to use the PLACE Directory to find an appropriate program or strategy (see STEP 3 below). Help the client to work out a schedule with target dates for the implementation of the work habits s/he wishes to develop. You and the client should set a date for an interview to discuss the client's progress in practising the needed work habits and behaviours (either at work or at other activities) and to deal with any difficulties the client may encounter. Additional steps that may be needed can be discussed at that time. See the Solution Planning Guide, Appendix 1, for more information on setting objectives, choosing solutions and prioritizing plans of action.

c) If the client cannot explain clearly what s/he will do or if the client tells you that s/he does not know what to do and how to do it, help him/her to go over the relevant sections of the Sourcebook. You can use the information in "NOTES FOR HELPING CLIENTS USE PART D OF THE SOURCEBOOK" on p. 108 to help you explain to the client what s/he does not understand.

In order to help clients use Part D of the Sourcebook, you should read it and be thoroughly familiar with its contents. Then you will be able to explain anything that clients do not understand or that they balk at reading. In a very real sense, the Sourcebook is a counsellor's guide on its topic area, as well as a reference book for clients. What it describes constitutes the goals clients should set and the plans of action they should implement to acquire good work habits and behaviours. It is a comprehensive source on what goes into doing well on the job.

d) When you have finished helping the client with the Sourcebook material that s/he did not understand, ask whether there is anything the client still finds unclear or whether the client sees any difficulties with the methods outlined in the Sourcebook. Discuss any ideas the client may have about the best ways of acquiring and practising the work habits and behaviours described in the Sourcebook. If s/he has no more problems, you and the client should list in point form the steps s/he plans to take to improve his/her work habits. These steps should be written as client-focussed

counselling objectives (see Appendix 2). Help the client to work out a schedule with target dates for the implementation of those plans. Then, arrange a date for you and the client to meet to discuss his/her progress in practising the needed work habits and behaviours (either at work or in other activities) and to deal with any difficulties the client may encounter. Additional steps that may be needed can be discussed at that time.

STEP 3 - The Directory to Employment-Related Programs and Services

For many clients, the guidelines set out in the Sourcebook, Part D, will have been sufficient. However, there are circumstances in which the Directory to Employment-Related Programs and Services can be invaluable for finding plans of action to improve work habits and behaviours.

What the client should do to improve his/her work habits still may not be clear in his/her mind, even after the discussion of what s/he found out in the Sourcebook. It may be that the printed page is not the best medium for teaching good work habits and behaviours to that client; or s/he may have a problem related to doing well on the job, but not covered specifically in Part D of the Sourcebook.

Alternatively, the client may understand the work habits and behaviours s/he should have, but needs help in learning and practising them.

If the client still does not know what to do to improve his/her work habits or needs help to learn and practise the necessary skills, help him/her to specify exactly what s/he needs, but which could not be found using the Sourcebook alone. The client should record his/her problem or need on the Solutions Planning Chart, p. 20 of the Workbook. Write each item as a client-focussed counselling objective (see Appendix 2). At this point, introduce the PLACE Directory and help the client use it to choose the programs, services or strategies that will best suit his/her needs.

Introducing the Directory

i) Explain to the client that the PLACE Directory can help find programs and strategies that might help him/her acquire the work habits s/he needs. Point out the "Index", which, for Part D, indicates the CEIC programs, community services and personal strategies that can help with each main work habits topic dealt with in the Workbook.

Turn to the page for the main topic that includes one of the client's problem areas. Note the CEIC programs listed there and the page references for finding descriptions of each of those programs in the Directory. Show the client where to find the program descriptions. If there are any shown, also note the non-CEIC programs and services that might be appropriate and how to find out more about them. Finally, point out any solution strategies that the "Index" may describe for the topic. Mention to the client that s/he should use the PLACE Directory for each problem area that remains unresolved after s/he has used the Sourcebook.

ii) Explain to the client that s/he should gather information about each program that might help him/her acquire a needed work habit. Mention that the client does not need to gather information about programs that clearly are not appropriate, even though they are listed under the topic the client is looking up. The client should be ready to make telephone calls and ask you questions about CEIC programs in order to gather all the information s/he will need.

iii) Point out to the client that s/he should have in mind the following questions (if applicable) when researching each possibly appropriate program:

- Can the program help me?
- Am I eligible to use the program?
- Can I afford the time and/or money to take the program? If not, what assistance can be arranged?
- Is the program located where I can get to it easily and whenever necessary?
- Is the duration of the program acceptable?
- Is the starting date of the program (if applicable) acceptable?
- Is there space available for me in the program?
- What effect, if any, will participating in the program have on my income? (For example, can I get a training allowance to take the program?)

The client should record the information s/he gathers on the Choosing Solutions Worksheet on pp. 21-22 of his/her Workbook. (See the Solution Planning Guide, Appendix 1, for more information on researching possible plans of action.)

iv) Tell the client not to worry if, when researching a program, s/he finds out something about it that will make it difficult for him/her to use. Point out that the client should still gather all the relevant information about the program. Afterwards, you and the client will discuss the pros and cons of each program, including any difficulties, and choose plans of action that are best suited to the client's situation.

v) After you have explained to the client how to use the Directory, ask whether s/he has any questions and deal with any that arise. Then, ask the client to use the Directory. The client should use the Directory on your premises. Arrange a second interview to discuss what the client finds out and to choose plans of action.

STAGE FOUR: SECOND POST-USE INTERVIEW

After the client has finished using the Directory, you and s/he should discuss the information s/he found; choose a suitable program, service or strategy for each work habits problem; if appropriate, decide the order in which the client will carry out his/her plans of action; and work out a schedule for the implementation of the client's plan(s) of action.

(a) Discuss with the client what s/he found out about programs, services and strategies (plans of action) that might help solve his/her problems or needs. Did the client have any difficulty using the Directory or gathering information about programs, services and strategies? Help the client with any difficulties s/he had. Check that the client gathered all the information s/he will need to assess and choose from among the alternative programs, as outlined above under "First Post-Use Interview". (See the examples on the Choosing Solutions Worksheet, p. 21 of the Workbook.) Check whether the client omitted any programs that are obvious possibilities for solving his/her work habits problems. Among the CEIC programs, the following may be helpful to Part D clients:

- Job Readiness Training (except "Showing Initiative")
- Moving On
- Canada Manpower Industrial Training Program (CMITP) - only if the client qualifies for training under Part B of PLACE, as well
- the various job creation programs of the CEIC.

Help the client to gather any additional information s/he may need about possible plans of action.

(b) Help the client to assess and choose from among the alternative plans of action for each problem or need to be met. Guidelines on how this process should be carried out are given under "Solution Planning Guide", Appendix 1. Be sure to ask whether the client would have any difficulty implementing a given plan of action because of finances (either the cost of the program or its effect on the client's income) or the geographic location of the program. There are plans of action that can be used to overcome problems in carrying out other plans of action: training allowances or unemployment insurance can be arranged to support clients on some CEIC programs; loans and bursaries can be obtained to pay for costs of some courses; Trainee Travel Grants can be obtained through the Canada Manpower Mobility Program for clients in certain CEIC training programs; and other financial assistance can be obtained to help deal with some problems and needs, as indicated in the "Index" of the Directory. The plan(s) of action the client chooses should be recorded in the PLAN OF ACTION column of the Solutions Planning Chart, p. 20 of the Workbook.

(c) If the client has more than one plan of action to implement, help him/her to decide the order in which they should be carried out. This order should be determined according to whether the completion of one plan of action is a prerequisite for another, the relative urgency with which each of the client's problems or needs must be met, and the dates when the programs chosen are available to the client. On the Solutions Planning Chart, number the client's plans of action in the order in which they will be carried out.

(d) Help the client to work out a schedule for the implementation of the plans of action s/he will use. This schedule should be based on the order in which the plans should be carried out and target dates that you and the client agree will constitute satisfactory progress. Help the client to sign up for any programs s/he will use. Set a date for an interview to discuss the client's progress in carrying out his/her plans and any difficulties the client may encounter. Additional steps that may be needed can be discussed at that time.

NOTES FOR HELPING CLIENTS USE PART D OF THE WORKBOOK (FOR REFERENCE)

These notes outline how to deal with pitfalls your client may encounter when using Part D of the Workbook.

Note: Read the appropriate sections of the Workbook in conjunction with the following material.

1. Looking and Acting the Part

(a) Appearance

i) Clothing (Workbook, p. 3)

The client may get the idea that s/he is expected to have the same clothing as other workers. You can disabuse the client of this impression by explaining that the questions ask whether the client's clothing on the job is merely similar to that of other workers. The client should be thinking especially about the similarity of his/her clothing with that of others who do similar work, since the clothing one wears on the job depends partly on one's occupation. Everyone else may wear clothing suitable for working in an office or meeting the public, but someone who works in the stockroom may need to wear jeans.

ii) Grooming (Workbook, p. 4)

As in "Clothing", the client is being asked whether his/her grooming is similar to that of other workers, not the same. The client should pay particular attention to whether his/her grooming is similar to that of others who do similar work. Dirty fingernails may go with being a mechanic or a machine operator, but they would hardly do for a bookkeeper.

(b) Timekeeping

i) Attendance (Workbook, p. 5)

The client may need to know that vacation time arranged in advance should not be counted when answering this question. In addition, this question asks about the usual number of days the client misses each year. If the client missed two weeks last year because of a serious illness, but usually misses no more than 3-4 days per year, the latter is the basis on which s/he should answer the question.

2. Meeting Work Standards

(a) Work Methods

i) Appearance of Work (Workbook, p. 8)
ii) Working Efficiently (Workbook, p. 8)
iii) Quality of Work (Workbook, p. 9)
iv) Quantity of Work (Workbook, p. 9)

Some clients may think they are expected to comply with all the points listed under each question. However, they only need comply with the ones that are relevant. For instance, a client's job may require such varied tasks that "a regular daily pattern or routine" is not possible (ii.); and there may be no deadlines or quotas (iv.).

(b) Care of Equipment and Materials (Workbook, p. 10)

These questions are straightforward, but be alert for clients who confuse NO and NOT APPLICABLE. For instance, one might answer NO to "Put away or turn off equipment after you have finished with it", but the reason might be that putting away or turning off is not required, and therefore NOT APPLICABLE. Or one might answer NOT APPLICABLE to "Refrain from 'borrowing' company materials or equipment for your personal use" because "everyone borrows"; but using the equipment for non-work purposes still should result in a NO response.

CHECKLIST (Workbook, p. 19)

The client should be sure to fill in the Checklist completely. Even though the Sourcebook reference is the same for each problem area under a given main topic, the client needs to know each of his/her specific problem areas when using the Sourcebook.

NOTES FOR HELPING CLIENTS USE PART D OF THE SOURCEBOOK (FOR REFERENCE)

NOTE: The structure of the Sourcebook, Part D, is more programmed than that of the other PLACE Sourcebooks. The Checklist in the Workbook, Part D, refers clients to the four chapters in the Sourcebook. After reading the introductory pages of a chapter, clients then pass through a series of gates that refer them to the sections of the chapter that deal with the specific problems they identified using the Workbook. To follow this process properly, clients should refer to their completed Checklists when reading the Sourcebook.

From time to time, clients will "take a wrong turn" or be unsure about what they should do next, when proceeding through the Sourcebook's gated structure. You will be of the greatest help to clients by putting them back on the right track. Thus, it is essential that you are thoroughly familiar with the Sourcebook and its structure. When familiarizing yourself with the Sourcebook, do not simply read it from cover to cover; choose some specific problem areas and go through the relevant sections of the Sourcebook, following the instructions on what pages to read.

You should make sure that clients read the appropriate sections of a chapter for each of their problem areas. Say a client has problems with "Working with Supervisors" (3(b)i) and "Serving Customers or Clients" (3(b)iv). The client turns to p. 49 of the Sourcebook, as directed by the Checklist in the Workbook. On p. 50, s/he finds a gate and follows its direction to p. 70 for "Human Relations Skills". The client reads the stories there and comes to another gate. There are four alternatives, two of which apply to the client. S/he turns to p. 76 for "Working With Supervisors". After reading that section, the client then should turn back to the last gate, where s/he is referred to p. 84 for "Serving Customers and Clients". Clients should always return to each gate they pass through, until they have used all the options there that apply to them.

Read the appropriate sections of the Sourcebook in conjunction with the following material.

1. Looking and Acting the Part (Sourcebook, pp. 7-23)

It is not necessary to go through all the questions on page 10, only those that are appropriate, as indicated on the client's completed Checklist. Even then, the client need go over the questions only if you feel they will help him/her to understand the material better.

(a) Appearance (Sourcebook, pp. 11-15)
  i) Guidelines for Clothing (Sourcebook, p. 14)
  ii) Guidelines for Grooming (Sourcebook, p. 15)

If the client points out that s/he has difficulty grooming himself/herself or caring for clothing where s/he lives, refer him/her to "Housing" in the Part E Sourcebook.

(b) Timekeeping (Sourcebook, pp. 16-20)
  i) Guidelines for Attendance (Sourcebook, p. 18)
  ii) Guidelines for Punctuality (Sourcebook, p. 19)
  iii) Guidelines for Informing Others of Absence or Lateness (Sourcebook, p. 20)

If a client uses this section, but still expects to have timekeeping problems, ask him/her whether there is a personal matter, such as care of dependents, transportation difficulties or health problems, that is interfering with his/her attendance or punctuality. If so, refer the client to Part E of PLACE.

3. Working with People (Sourcebook, pp. 49-85)

(a) Communications Skills (Sourcebook, pp. 51-69)

Especially if the client has identified "Receiving Instructions" as a possible problem area, emphasize the usefulness of answering the questions on p. 55. By using these questions, the client can test how well s/he reads and understands written information and instructions.

(b) Human Relations Skills (Sourcebook, pp. 70-85)

iii) Working with Your Staff (Sourcebook, pp. 81-83)

Try to have some books on supervisory methods on hand for the client to read; or have some tips on where to find such books (e.g. the public library).

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PART E: PERSONAL NEEDS

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Chapter IX
PART E: PERSONAL NEEDS

INTRODUCTION

Part E of PLACE helps clients to determine whether they have personal needs that are interfering with their ability to find and keep jobs. These personal needs include finances, transportation, care of dependents, health, physical limitations, housing, legal problems and discrimination. While personal needs usually do not directly prevent people from working, they do drain time and energy that is needed to work or to look for a job. The result is that personal needs make it harder to get and keep jobs and to do jobs properly. If clients do have problems in these areas, Part E of PLACE helps them to find resources and methods for overcoming those problems.

The topics covered in Part E are those issues in people's personal situations that can affect how they function in the labour market. As such, problems with respect to one or more of the Part E topics will affect clients' employability, regardless of the kind of work they do. Consequently, clients can complete Part E without reference to a specific occupation goal. However, for some topics, the severity of a personal needs problem can depend on the occupation. For example, a transportation problem may be worse due to the location of employers of a given occupation, while a physical limitation such as poor hearing would be worse for a telephone operator than for a watch repairer. Thus, to use Part E, clients should have some idea of the location, hours and physical requirements of the work they would be doing. Of course, clients who complete Part E, but who have no occupation goal, have dealt with only some of their potential employment problems and should also complete Part A/B of PLACE.

When using Part E, clients complete the Workbook first, identifying aspects of their personal situations that they think interfere with their ability to look for jobs and to do their work. After they have done so, they consult the Sourcebook on the World of Work to analyze their personal needs and to find possible solutions. For many of the topics in the Sourcebook, there are stories to help clients understand how a personal need can be a problem and what can be done about it. The stories help clients to see personal needs in a detached fashion, free from any feelings of helplessness that can impair their ability to understand their problems clearly.

Reading the Part E Sourcebook and following its guidelines often are enough to enable clients to solve personal problems that are affecting their ability to look for jobs or to work. However, clients can consult the Directory to Employment-Related Programs and Services if they need more assistance in finding solutions to their problems.

Part E's step-by-step approach suggests to clients that identifying and discovering how to solve personal problems that affect employment can be done in a fairly simple way. However, being a collection of common personal needs issues, Part E cannot anticipate the more unique personal needs that clients may have. It is up to counsellors to help clients identify and analyse those problems and generate solutions, using approaches similar to those in the Part E Sourcebook.

Clients can use Part E individually (as homework or in the office) or in groups (helping each other complete the Workbook and understand the Sourcebook).

MATERIALS REQUIRED TO USE PART E

The following materials should be on hand for use with Part E of PLACE:
- the PLACE Workbook, Part E, for the client (this is a consumable item that clients should keep);
- the PLACE Sourcebook on the World of Work, Part E, for clients' reference;
- the PLACE Directory to Employment-Related Programs and Services, including, if available, the directory of community services for your area;
- the local telephone book, for clients' use in locating resources in the community.

HOW TO USE PART E WITH CLIENTS

STAGE ONE: INTRODUCING THE IDEA OF PART E

A client who might benefit from using Part E of PLACE is one who has had an extended period of unemployment, multiple unsuccessful job interviews or a history of frequent job changes. A client who has been refused a job referral by a counsellor or who has requested a special service that helps with personal or domestic issues also might benefit from using Part E of PLACE. Part E might also be appropriate if a client is still having trouble getting a job after eliminating the employability issues in Parts A/B and C of PLACE.

After you have identified such a client, offer him/her PLACE by paraphrasing the following:

> "There is a program available that might help you. It's called PLACE, and Part E, Personal Needs, is a step-by-step way of finding out whether something about your personal situation is affecting your employment. It can help you decide whether personal needs are making it hard for you to get a job or do your work. If so, Part E can help you solve those needs. A little time and effort will be required, but the system is not hard to use. Are you interested?"

If the client wants to use PLACE or wants to find out more about it, point out that s/he will be checking his/her personal situation for problems that have affected employment for many people. Show the client the list of topics at the front of the Workbook. Explain that the client can find information on how each personal need can affect employment and on how to solve such problems. Point out that Part E is easy to use, but that if the client has difficulties, you will be glad to help him/her. Assure the client that everything you discuss will be confidential.

If the client decides to go ahead and use Part E of PLACE, find out whether s/he prefers to do it alone or in a group. Accordingly:

- explain how to use Part E then and there;
- schedule another interview; or
- register him/her for a group session.

When Part E is introduced to the client, s/he should be given the Workbook and Sourcebook. Then, the introduction below should be given.

STAGE TWO: EXPLAINING HOW TO USE PART E

1. Workbook

Show clients the Workbook. Point out that, throughout, there are instructions on how to complete it. Clients should read the statement in block letters at the beginning of each section. In this way, they find out how each topic area can affect employment. Then, clients should follow the instructions they find to determine whether they might have personal needs problems. Explain that, for most sections, clients simply decide whether the topic is a possible employment problem for them. Mention that clients probably will have no trouble using the Workbook, but they should feel free to ask you for help, if necessary. Clients should complete all the sections on pp. 2-5 and put checkmarks on the Checklist (p. 7) according to the instructions.

Make special mention of the following:

* Clients should be sure to read and follow carefully all instructions.

* The Workbook is not a test, but a way of checking their personal situations for problems that can affect their employment. The clients, themselves, know their personal situations best -- only they can judge whether they should mark on their Checklists topics that are possible problem areas.

* The topics clients check as possible problem areas are confidential and clients keep their Workbooks after they complete them. Thus, clients should complete the Workbook honestly so that they can get the most out of it and help themselves find problems that then can be solved.

2. Checklist

Explain to clients that the Checklist on p. 7 of the Workbook is where they record the possible problem areas they identify on pp. 2-5. In accordance with the instructions in each section of the Workbook, clients simply put checkmarks beside the items with which they may have problems. If there are personal needs that affect their employment but that are not mentioned in the Workbook, clients write them beside 9, "Other Problems"; clients should see you about these problems. Explain to clients that, for now, they can ignore the forms on pp. 9-23 of the Workbook.

3. Sourcebook

Point out to clients that, after completing the Workbook and its Checklist, they will use the Sourcebook on the World of Work to find out how to assess personal needs problems and to discover methods of solving those problems. If clients have decided, using the Workbook, that certain personal needs may be affecting their ability to find and keep jobs, then they can refer to the Sourcebook to find out how to deal with those needs.

The Checklist in the Workbook refers clients to the appropriate chapters in the Sourcebook. Clients should read entirely each chapter to which the Checklist refers them, unless the Sourcebook indicates otherwise. In some chapters, clients will find instructions and examples for completing forms. These forms are provided in the Workbook on the pages mentioned in the Sourcebook's instructions.

Clients can find out how to solve many problems simply by reading the appropriate pages in the Sourcebook. However, if clients need more help (such as to locate resources and services that they can use to solve their personal needs), they should see you about how to use the PLACE Directory to Employment-Related Programs and Services.

4. Directory

Mention that there is a PLACE Directory that can help clients find solutions to personal needs that they find they have. Point out that clients will use the Directory after they finish using the Workbook and Sourcebook. You will explain more about the Directory then. (Mentioning the Directory at this point helps to complete clients' overview of how PLACE works.)

5. Client Questions

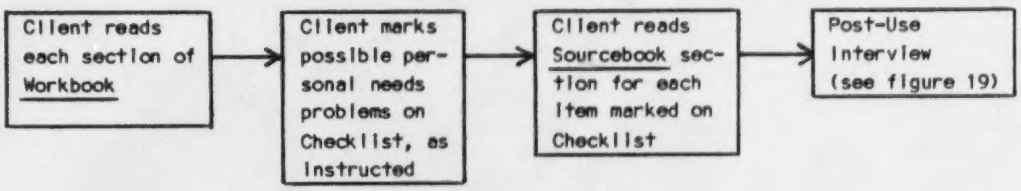
Before clients start to use the materials, ask them whether they have any questions about using the Workbook, Sourcebook and/or Checklist for Part E. Deal with any questions that clients have. If you are giving a group session, explain that, if they wish, clients can discuss the material and ask questions among themselves, as well as come to you, if they have problems.

6. Schedule Post-Use Interview

If clients are about to use Part E at home or alone in the office, schedule interviews at which you and each client will discuss what s/he will have found out; go over any difficulties; and decide what should be done next. The interviews should take place within a week after you introduce Part E to clients.

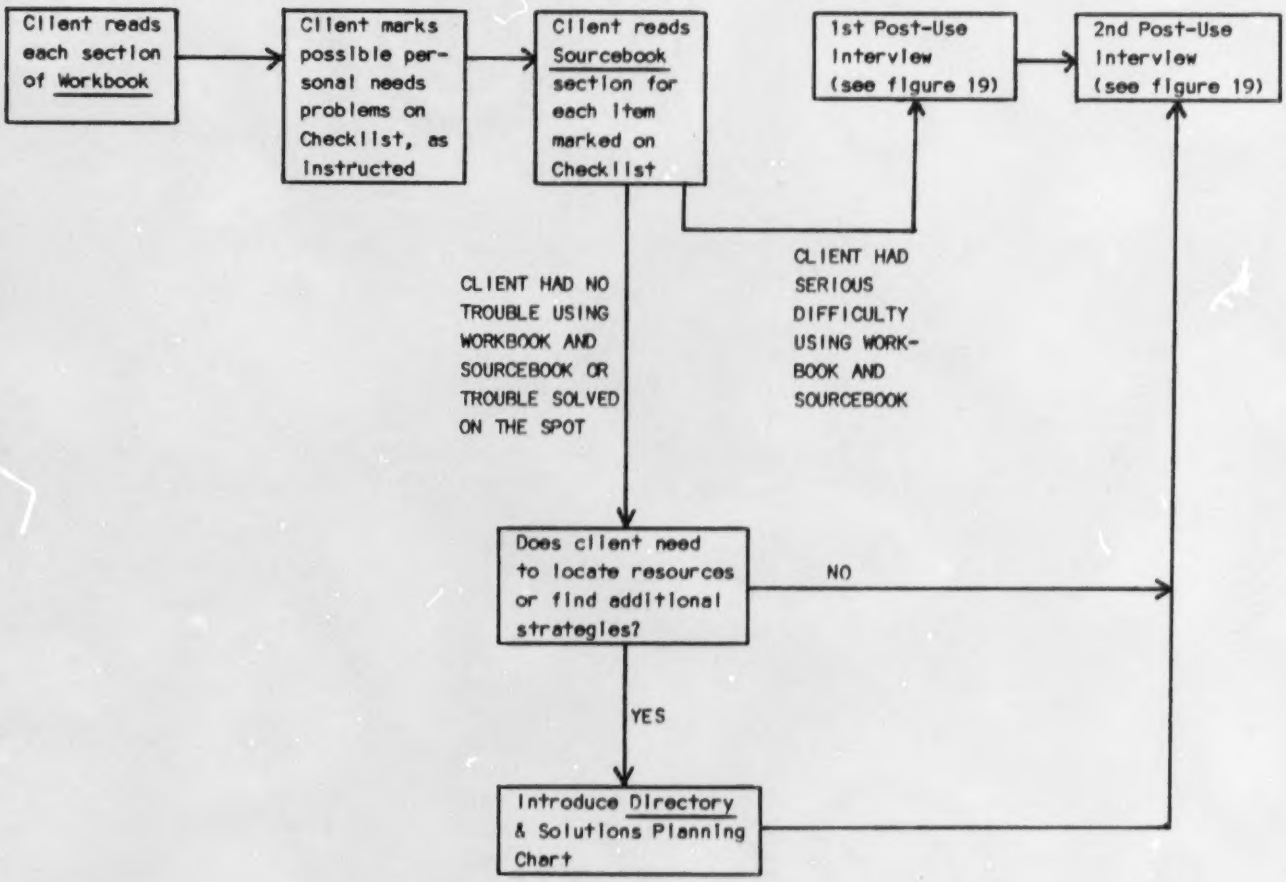
If you are conducting a group session, you should check later in the session to see whether clients have been having any difficulties in using the Workbook and Sourcebook. If so, try to help them, making reference to the notes on pp. 125-128 and pp. 129-132 of this manual, as appropriate. If a client has had substantial difficulty, schedule him/her for a post-use interview to go over the Workbook and Sourcebook. If the clients in the group have had no trouble with the Workbook and Sourcebook, or if you have been able to deal with any difficulties on the spot, ask them whether they need to find any specific resources or additional plans of action to those described in the Sourcebook; to those who do need to find specific resources or additional solution strategies, introduce the Directory, as outlined on pp. 122-123 of this manual. Then, schedule post-use interviews to discuss clients' plans of action individually (see this manual, p. 120, THE SOURCEBOOK, or p. 124, STAGE FOUR, depending on whether a client has been given the Directory).

ASSESSMENT STAGE, PART E: INDIVIDUAL USE


Client reads each section of Workbook
Client marks possible personal needs problems on Checklist, as instructed
Client reads Sourcebook section for each item marked on Checklist
Post-Use Interview (see figure 19)

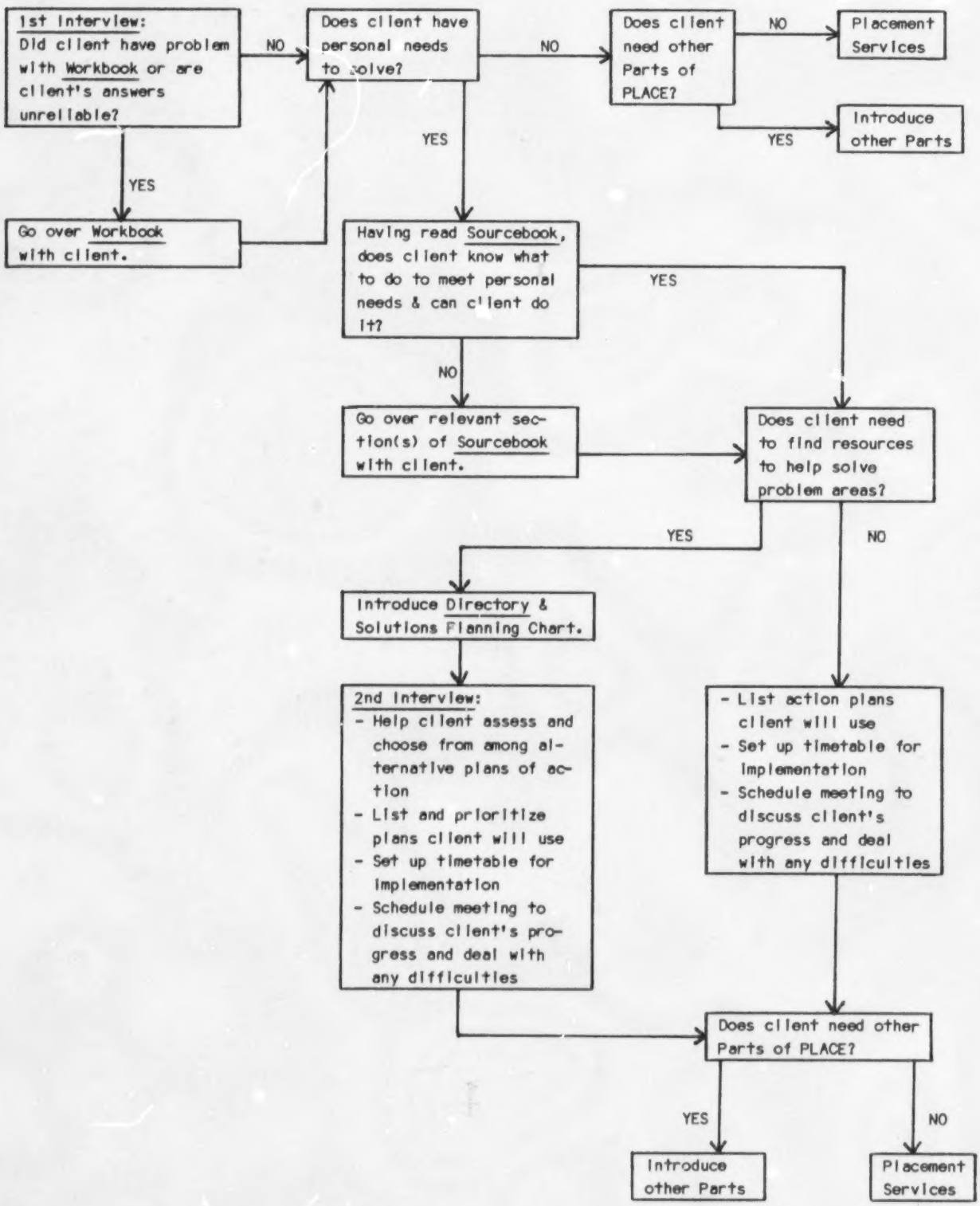
- figure 17 -

ASSESSMENT STAGE, PART E: GROUP USE


Client reads each section of Workbook
Client marks possible personal needs problems on Checklist, as instructed
Client reads Sourcebook section for each item marked on Checklist
1st Post-Use Interview (see figure 19)
2nd Post-Use Interview (see figure 19)
CLIENT HAD NO TROUBLE USING WORKBOOK AND SOURCEBOOK OR TROUBLE SOLVED ON THE SPOT
CLIENT HAD SERIOUS DIFFICULTY USING WORKBOOK AND SOURCEBOOK
Does client need to locate resources or find additional strategies?
NO
YES
Introduce Directory & Solutions Planning Chart

- figure 18 -

OVERVIEW OF POST-USE COUNSELLING INTERVIEWS: PART E


1st Interview:
Did client have problem with Workbook or are client's answers unreliable?
NO
Does client have personal needs to solve?
NO
Does client need other Parts of PLACE?
NO
Placement Services
YES
Introduce other Parts
YES
Go over Workbook with client.
YES
Having read Sourcebook, does client know what to do to meet personal needs & can client do it?
YES
NO
Go over relevant section(s) of Sourcebook with client.
Does client need to find resources to help solve problem areas?
YES
NO
Introduce Directory & Solutions Planning Chart.
2nd Interview:
- Help client assess and choose from among alternative plans of action
- List and prioritize plans client will use
- Set up timetable for implementation
- Schedule meeting to discuss client's progress and deal with any difficulties
- List action plans client will use
- Set up timetable for implementation
- Schedule meeting to discuss client's progress and deal with any difficulties
Does client need other Parts of PLACE?
YES
NO
Introduce other Parts
Placement Services

- figure 19 -

STAGE THREE: FIRST POST-USE INTERVIEW

(If the client already has had the Directory and Solution Planning Guide introduced to him/her in a group session, go on to STAGE FOUR, p. 124.)

The post-use interview is intended to provide an opportunity for you and the client to discuss what s/he found out when using the Workbook and Sourcebook for Part E; to deal with any problems that the client may have had; and to decide what steps the client should take next.

STEP 1 - The Workbook

Since everything else in the process flows from the way the client fills out the Workbook, it is the logical point at which to start the interview.

a) Ask the client whether s/he had any problems with the Workbook. What personal needs did the client find s/he has?

b) Examine the client's Checklist. Did the client mark any topics as problems or needs? Did the client mark the problem areas you expected? Did the client mark the personal needs that you know have hindered his/her ability to find a job or to work?

   If the answer to any of these questions is NO or if the client says s/he had a problem with the Workbook, help him/her with the appropriate topics. You can do this by finding out whether a given topic is relevant to the client; then, ask how the client has dealt with the need. Ask questions such as those in "NOTES FOR HELPING CLIENTS USE THE WORKBOOK, PART E", p. 125, for the needs you think the client may have missed. Be careful not to challenge the client's answers: you are not trying to catch the client in a lie, but to ask questions that can clarify his/her situation. If the client feels challenged, s/he may become uncooperative and you will have difficulty helping him/her.

STEP 2 - The Sourcebook

a) After you have cleared up any problems the client may have had in completing the Workbook, ask him/her to read any chapters in the Sourcebook that s/he now needs to consult. Then, ask the client these questions:
   - After having read the Sourcebook, does the client now know what to do about the personal needs that affect his/her employment?
   - Does the client know how to do what must be done to solve his/her personal needs?
   - Was everything the client read in the Sourcebook clear?
   - If the client used any of the forms (Topics 1, 2, 3 & 8), did s/he complete them without any trouble? (Ask to see the forms to make sure they are correct and that the client did not miss anything.)

b) If the client answers YES to all of these questions, ask him/her to summarize what s/he will do to solve his/her personal needs. This step makes sure that the client can articulate what s/he has learned and plans to do. It also gives you the opportunity to determine whether the client needs to learn more and whether the client is likely to need the help of services, agencies or other resources.

c) If the client cannot explain clearly what s/he will do or if the client answers NO to any of the questions under (a), help him/her to go over the relevant sections of the Sourcebook. You can use the information in "NOTES FOR HELPING CLIENTS USE PART E OF THE SOURCEBOOK" on p. 129 to help you explain to the client what s/he does not understand.

In order to help clients use Part E of the Sourcebook, you should read it and be thoroughly familiar with its contents. Then you will be able to explain anything that clients do not understand or that they balk at reading. You should complete each of the exercises and forms described in the Sourcebook, especially the more complicated ones such as the "Expenses Assessment Form", the "Clothing Budget Calculator" and the "Cost of Car Ownership Form". You should also identify the more important resources that deal with personal needs in your community. In a very real sense, the Sourcebook is a counsellor's guide on its topic area, as well as a reference book for clients. Part E of the Sourcebook is a guide for you in helping clients analyze their personal needs and find ways of solving those needs. It describes the goals clients should set and solutions they can use to solve their work-related personal needs.

Ask the client whether there is anything s/he still finds unclear or whether s/he sees any difficulties with the methods outlined in the Sourcebook. Discuss any ideas the client may have about the best ways of dealing with his/her personal needs. If s/he has no more problems, you and the client should list in point form the steps the client plans to take to solve his/her personal needs. These steps should be written as client-focussed counselling objectives (see Appendix 2) and recorded on the Solutions Planning Chart (p. 21 of the Workbook).

Ask the client whether s/he needs any services or other resources to help carry out what s/he has decided to do. Give examples of how such resources can help. If the client needs services or other resources, or more help in learning what s/he should do and how to do it, introduce the PLACE Directory (see STEP 3 below).

If the client does not need to use the Directory to identify suitable resources (s/he may have found any resources s/he needs by using the strategies outlined in the Sourcebook), help him/her to work out a schedule with target dates for the solution of his/her personal needs.

Arrange as early a date as possible for an interview to discuss the client's progress in dealing with his/her personal needs and to deal with any difficulties the client may encounter. Additional steps that may be needed can be discussed at that time.

STEP 3 - The Directory to Employment-Related Programs and Services

For some clients, the strategies set out in the Sourcebook, Part E, will have been sufficient for finding solutions to work-related personal problems. However, there are circumstances in which the Directory to Employment-Related Programs and Services can be invaluable to Part E clients.

The client may know what s/he should do to solve his/her personal problems, but wants to find specific resources that can help him/her. For the most part, the general sorts of resources needed are described in the Sourcebook, but the Directory will enable the client to quickly identify all appropriate programs and services of the CEIC and local agencies, as well as relevant personal strategies.

Alternatively, the client may need more help in understanding what s/he should do about personal needs and how to do it. It may be that the Sourcebook, a printed source, is not the best medium for explaining to that client how to analyse and solve a personal need; or s/he may have a personal need that is not covered specifically in the Sourcebook.

Help the client to specify exactly what personal needs s/he has. The client should write each need as a client-focussed counselling objective (see Appendix 2) and record it on the Solutions Planning Chart (p. 21 of the Workbook). At this point, introduce the PLACE Directory and help the client use it to choose the program or service that will best suit his/her needs.

Introducing the Directory

i) Mention to the client that the PLACE Directory can help find programs and strategies that might help the client solve his/her personal needs. Point out the "Index", which, for Part E, indicates the community services and strategies that can help with each main personal needs topic.

   Turn to the page for a topic that includes one of the client's problem areas. Note the community programs and services that might solve the client's personal need and how to find out more about them. Also point out any solution strategies that the "Index" may describe for the topic. Explain to the client that s/he should use the PLACE Directory for each personal need that remains unresolved after s/he has used the Sourcebook.

ii) Explain to the client that s/he should gather information about each program that might help him/her solve a personal need. Mention that the client does not need to gather information about programs that clearly are not appropriate, even though they are listed under the topic the client is looking up. The client should be ready to make telephone calls and ask you questions in order to gather all the information s/he will need.

iii) Point out to the client that s/he should keep in mind the following kinds of questions (if applicable) when researching each possibly appropriate program:

- Can the program help me?
- Am I eligible to use the program?
- Can I afford the time and/or money to take the program? If not, what assistance can be arranged?
- Is the program located where I can get to it easily and whenever necessary?
- Is the duration of the program acceptable?
- Is the starting date of the program (if applicable) acceptable?
- Is there space available for me in the program?
- What effect, if any, will participating in the program have on my income? (For example, can I get a training allowance to take the program?)

The client should record the information s/he gathers on the Choosing Solutions Worksheet on pp. 22-23 of the Workbook.

iv) Tell the client not to worry if, when researching a program, s/he finds out something about it that will make it difficult for him/her to use. Point out that the client still should gather all the relevant information about the program. Afterwards, you and the client will discuss all the pros and cons of each program, including any difficulties, and choose the ones that are best suited to the client's situation.

v) After you have explained to the client how to use the Directory, ask the client whether s/he has any questions and deal with any that arise. Then, ask the client to use the Directory. The client should use the Directory on your premises. Arrange a second interview to discuss what the client finds out and to choose plans of action.

STAGE FOUR: SECOND POST-USE INTERVIEW

After the client has finished using the Directory, you and s/he should discuss the information s/he found; choose a suitable program or service for each personal need; if appropriate, decide the order in which the client will carry out his/her plans of action; and work out a schedule for the implementation of the client's plan(s).

(a) Discuss with the client what s/he found out about programs, services and strategies (plans of action) that might help solve his/her personal problems. Did the client have any difficulty using the Directory or gathering information about programs, services and strategies? Help the client with any difficulties s/he had. Check that the client gathered all the information s/he will need to assess and choose from among the alternative programs and services, as outlined above under "First Post-Use Interview". (See the examples on the Choosing Solutions Worksheet, p. 22 of the Workbook). Check whether the client omitted any programs that are obvious possibilities for solving his/her personal needs and suggest any that you notice. Help the client to gather any additional information s/he may need about possible solutions.

(b) Help the client to assess and choose from among the alternative plans of action for each personal need to be met. Guidelines on how this process should be carried out are given under "Solution Planning Guide", Appendix 1. Be sure to ask whether the client would have any difficulty implementing a given plan of action because of finances, either the cost of the program or its effect on the client's income. Financial assistance can be obtained to help clients deal with personal needs, as indicated in the "Index" of the Directory. The plan(s) of action the client chooses should be recorded in the PLAN OF ACTION column of the Solutions Planning Chart, p. 21 of the Workbook.

(c) If the client has more than one plan of action to implement, help him/her to decide the order in which they should be carried out. This order should be determined according to whether the completion of one plan of action is a prerequisite for another; the relative urgency with which each of the client's personal needs must be met; and the dates when the programs chosen are available to the client. On the Solutions Planning Chart, number the client's plans of action in the order in which they will be carried out.

(d) Help the client to work out a schedule for the implementation of the plans of action s/he will use. This schedule should be based on the order in which the plans should be carried out and target dates that you and the client agree will constitute satisfactory progress. Set as early a date as possible for an interview to discuss the client's progress in dealing with his/her personal needs and any difficulties the client may encounter. Additional steps that may be needed can be discussed at that time.

NOTES FOR HELPING CLIENTS USE THE WORKBOOK, PART E (FOR REFERENCE)

Note: Read the appropriate sections of the Workbook in conjunction with the following material.

Of the four PLACE Workbooks, the one for Part E is probably the easiest to use. However, some clients may still need help. For the topics with which the client has difficulty or that you think the client may have missed as personal needs problems, ask questions such as the following:

1. Finances (Workbook, p. 2)

* If the client is collecting unemployment insurance or another benefit, is it too little to meet his/her basic living expenses?

* If the client is working, does s/he feel s/he makes too little money to meet all his/her expenses?

* If the client owes any money, is s/he having trouble making the payments?

* If the client is subject to a wage garnishee, has s/he been unable to take or keep a job as a result?

If the answer to any of these questions is YES, the client should mark "Finances" on his/her Checklist. Ask the client to underline or circle "Job Search Finances", "Working Finances" and/or "Serious Debt", as appropriate.

2. Transportation (Workbook, p. 2)

* What kind of work is the client looking for?

* Where are the employers of the client's occupation located?

If necessary, help the client to find out the main areas of his/her community where there are employers of people in his/her occupation. Use the Sourcebook, Part C, to help the client find out how to locate employers.

Suggest any employers the client may have missed. (You should have a good idea of who the major employers in the area are and what occupations they employ.)

* Can the client get to each of the areas where there are employers of his/her occupation?

* Could the client afford to travel to each possible work site each day?

If the answer to either of these last two questions is NO, the client should mark "Transportation" on his/her Checklist.

3. Care of Dependents (Workbook, p. 3)

* Is the client responsible for any members of his/her family who must be cared for and who cannot be left alone?

* If so, what arrangements can the client make to care for his/her dependents while s/he is working or looking for a job?

* Does the client feel that the arrangements s/he can make for care of his/her dependents are satisfactory?

* Could the client afford to have his/her dependents cared for while s/he looks for a job?/works each day?

If the client cannot make satisfactory, affordable arrangements for the care of his/her dependents, s/he should mark "Care of Dependents" on his/her Checklist.

4. Health (Workbook, p. 3)

Go over some or all of the questions on p. 3 of the Workbook with the client. In particular, check those questions you feel might apply to the client. In addition, you can ask the client whether s/he often feels generally "under the weather"; whether there is anything at work or away from work that has been making the client upset or depressed; and whether the client thinks s/he may drink too much or have a drug problem.

Of course, the client may prefer not to answer all these questions. Make sure the client knows that s/he does not have to do so and that the important thing is to think carefully about these questions. The client need only tell whether s/he would answer YES to any of the questions, but not to which ones.

If the client feels s/he might have a health-related problem (would answer YES to one or more of the questions), s/he should mark "Health" on the Checklist.

5. Physical Limitations (Workbook, p. 4)

* Does the client have a physical condition that reduces his/her ability to see, hear or speak or to use his/her arms, legs, hands or feet? (This is usually obvious, but, for instance, you may not always notice that a client needs glasses or dentures. Note, as well, that a physical limitation is not necessarily the same as the complete loss of a physical capacity; a client need not be totally blind, deaf, dumb or paralyzed to have a seeing, hearing, speaking or motor ability limitation.)

* If the client has a physical limitation, will it interfere with his/her ability to look for a job, get hired or work in his/her occupation?

* Is there a physical aid (e.g. glasses, hearing aid, dentures, wheelchair, artificial limb) that the client needs to get in order to look for a job or work in his/her occupation?

* Is the client unable to afford therapy or physical aids that would enable him/her to look for a job or to work in his/her occupation?

If the client answers YES to any of these questions, s/he should mark "Physical Limitations" on his/her Checklist.

6. Housing (Workbook, p. 4)

You can ask the client about any of the items listed under this topic in the Workbook, especially the ones you have reason to believe s/he lacks. For instance, you may have noticed that the client has not given you a telephone number where s/he can be reached; you may have tried to contact the client by telephone and could not do so, even with the help of Directory Assistance; you may have noticed that the client often does not get telephone messages; the client's clothes may be dirty or in poor repair; the client may be poorly groomed; or the client may seem sleepy all the time. These things that you may have observed all are worth checking.

You may need to clarify one or more of the points listed under this topic in the Workbook. Refer to the Sourcebook, Chapter 6, for examples of what is meant by each one.

If the client does not have easy access to all the facilities listed, s/he should mark "Housing" on the Checklist.

7. Legal Problems (Workbook, p. 5)

* Is the client in the midst of legal proceedings (for example, suing someone, being sued, witness in a court case, charged with a criminal offence, involved in a divorce or separation)?

* Does the client have a past legal problem that might affect his/her ability to get a job (e.g. criminal record) or to get a qualification needed for his/her occupation (e.g. suspended driver's licence)?

The client may be reticent about answering these questions, and s/he does not have to do so. However, suggest to such a client that s/he can trust you and that, if the client does have a past or present legal problem that is affecting his/her employment, you can help to deal with it.

If the answer to either of the above questions is YES, the client should mark "Legal Problems" on the Checklist.

8. Discrimination (Workbook, p. 5)

Only the client is likely to have any idea of whether s/he may have been unfairly refused employment or discriminated against on the job. However, if you have some evidence that the client may have been a victim of discrimination in employment, and you think the client is reluctant to bring it up, you might ask about it. However, do not ask about it simply because you think the client is a potential victim of discrimination.

You can help the client with this topic by explaining the grounds on which it is illegal to refuse anyone employment in your province or under the federal jurisdiction (see the PLACE Directory under E8 "Discrimination"). You also can ask the client whether s/he thinks s/he might have been discriminated against on the job in matters such as decisions about salary, benefits or promotions and decisions to lay off or terminate employment. Make sure you know the human rights regulations regarding employment in your province or territory, including what the regulations do not cover (e.g. affirmative action, characteristics that are genuinely required to perform the duties of the occupation).

If the client feels s/he has been unfairly refused employment or discriminated against on the job, s/he should mark "Discrimination" on the Checklist.

9. Other Problems (Workbook, p. 5)

Ask the client whether there are any other problems that are interfering with his/her ability to find and keep a job, but that are not covered elsewhere in the Workbook. Often, these other problems will be covered in other Parts of PLACE, to which you can later refer the client. However, the client might have a problem not covered in PLACE (hard to imagine as that may be!). The client should note the problem in the space provided on the Checklist.

NOTES FOR HELPING CLIENTS USE PART E OF THE SOURCEBOOK (FOR REFERENCE)

Note: Read the appropriate chapters of the Sourcebook in conjunction with the following material.

More than in the other PLACE Sourcebooks, the Part E Sourcebook contains information on the kinds of resources that can be used to solve problem areas. Thus, clients who use the Part E Sourcebook will want to access such resources in their community. You can make their task easier by becoming familiar with local programs, services, agencies and other resources of the sorts described in the Sourcebook.

Read the Sourcebook thoroughly. Whenever a type of resource is mentioned, try to find an example in your area. Use your telephone book to help you. For instance, when the Sourcebook refers to credit counselling agencies (p. 32), find out the location of the one nearest you. Some areas have directories of community services, which can help you locate resources. However, you should be aware that, even if there is one for your area, it may not be comprehensive, so you may still have to identify resources on your own. See the PLACE Handbook for Indexing Employment-Related Community Resources for more information on identifying local resources.

Before you use the Sourcebook with clients, make sure you are familiar with each of the strategies for dealing with personal needs that the Sourcebook describes. Complete each of the forms and exercises to find out how they work.

1. Finances (Sourcebook, pp. 7-33)

(a) Budget (Sourcebook, pp. 9-25)

Some pointers that may help both you and the client:

* Carefully follow the instructions for completing the forms.

* If you are using last year's financial records, allow for increased expenses due to inflation, when filling in the "Expenses Assessment Form".

* Do not forget items for which you have no receipts (e.g. movies, restaurant meals, bus fare, etc.).

* Expenses that are not paid monthly should be converted to a monthly amount for purposes of the "Expenses Assessment Form".

* The amounts shown in the sample completed "Expenses Assessment Form" and "Clothing Budget Calculator"(Sourcebook pp. 12-13) do not necessarily represent what people should spend. In fact, some of the amounts shown can be used as examples of expenses that could be cut out or reduced, if necessary.

* The amounts shown in the sample completed "Income Assessment Form" (p. 22) are for a family of five, none of whose members has a full-time job. They are not intended to correspond with the amounts shown on the sample "Expenses Assessment Form".

* Care should be taken to record amounts accurately on each of the three forms, including correctly transferring figures from the "Clothing Budget Calculator" to the "Expenses Assessment Form". Notice that such an error of transfer of the amount for "Family/Personal Clothing" occurred in the Sourcebook examples.

* Note that "job search clothes" and "work clothes" on both the "Clothing Budget Calculator" and the "Expenses Assessment Form" mean only those articles of clothing that are bought specifically for those purposes (would not be bought otherwise).

* Note that "Charge Accounts/Credit Cards" on the "Expenses Assessment Form" should include only the minimum monthly payment on outstanding charges, not the cost of future purchases.

* When the Sourcebook suggests that the budget may have to be adjusted later, the adjustment should result in a slightly lower amount for "Total Monthly Expenses". This will be due to a non-recurring expense (e.g. job search clothing) that can be eliminated from the budget once it is paid; or to an upcoming expense that is paid less often than monthly, which, once it is paid, can be averaged over a greater number of months until the following payment will be due. (See example on pp. 18-19 of the Sourcebook.)

* Expenses that are deducted from the paycheques of the client or his/her spouse should not be included on the "Expenses Assessment Form" (e.g. dental/medical insurance, income tax, pensions, unemployment insurance premiums, other benefits). Only the expenses the client pays directly should be shown (which can include some of the same examples).

(b) Serious Debt (Sourcebook, pp. 26-33)

Be prepared to discuss the story of Don and Giselle with the client. Go over "Mistakes in Money Management" with the client. Does s/he agree that each of the mistakes listed can lead to a weakened financial situation and serious debt? Does the client think s/he may have made some of the same kinds of mistakes?

Go over "Some Suggestions For Don and Giselle" with the client. Do the strategies listed make sense to the client? Does the client think that any of the suggested strategies would be useful in his/her situation? Why or why not? Based on what you know of the client's situation, suggest any of the strategies that might be relevant but that the client has ignored.

2. Transportation (Sourcebook, pp. 35-53)

You can help the client to fill out the "Cost of Car Ownership" form by knowing of some sources of information s/he might use (e.g. car dealerships, banks, trust companies, credit unions, car repair shops, insurance companies, etc.). In addition, try to have on hand the Federal Department of Consumer and Corporate Affairs' or Department of Transport's information on fuel efficiency for each model of car; call or write the department or clip the ads that the department periodically places in newspapers.

3. Care of Dependents (Sourcebook, pp. 55-72)

(a) Child Care (Sourcebook, pp. 57-66)

Discuss any child care requirements set by the client that you think may be too restrictive (e.g. child care location, cost); however, once you've raised such matters, you should leave the decision up to the client. Refer to the example on p. 60 of the Sourcebook to find out how the form should be completed.

(b) Care of Adult Dependents (Sourcebook, pp. 67-72)

If the client is looking for work, s/he should plan both for the duration of the job search and for after s/he starts work. If necessary, the client should choose a resource for each situation. Encourage the client to plan back-up resources, as well.

4. Health (Sourcebook, pp. 73-86)

(b) Health Issues (Sourcebook, pp. 80-82)

This section discusses the health questions in the Workbook. Although the client should pay particular attention to the questions that prompted him/her to refer to the "Health" chapter of the Sourcebook, s/he should read all the questions and explanations in this section. The client will not have seen question 3 before. It was not included in the Workbook because a YES answer would not suggest that the client himself/herself has a problem. However, the client should consider the question and see a doctor if s/he would answer YES.

(c) Locating Health Care Resources (Sourcebook, pp. 83-84)

Stress the importance of establishing a contact with a health care resource and having a check-up, even if the client feels fine, now. If the client has come this far, s/he has a suspected health problem and just because it may not be bothering him/her at the moment doesn't mean it won't come back. You should make this point particularly to clients who are inclined to procrastinate.

(d) Paying For Health Care (Sourcebook, pp. 85-86)

Explain anything the client does not understand about paying for health care. Is the client covered by a provincial health insurance plan? If not, tell the client the location of the nearest health insurance office and suggest that s/he should apply for coverage. If the client is covered by a health insurance plan of another province but has taken up residence in your province, s/he should arrange to change his/her coverage; meanwhile, s/he will still be covered by the old plan. If the client is going to have to wait before his/her coverage takes effect and will not be covered by another plan for the entire waiting period, help the client find free or inexpensive health care services, as described. You can help a client covered by the health insurance plan of another province in the same way, since s/he may have to pay for health care and apply for reimbursement.

If the client lives in Ontario, Alberta or British Columbia and is unable to afford the normal health insurance premiums, point out what premium assistance is available to low-income applicants. (Note that the Sourcebook omits Alberta from the list of provinces where there are health insurance premiums and premium assistance.)

If needed, you should be able to tell the client what kinds of health services can be paid for with the help of the local social service department. You should know where the social service department can be contacted.

7. Legal Problems (Sourcebook, pp. 103-110)

(c) Bonding (Sourcebook, pp. 107-109)

Explain anything the client does not understand about bonding and how to obtain it. If the client is an ex-offender, make sure s/he knows that s/he still probably can obtain bonding if s/he is open about his/her criminal record. Explain the difference between a blanket bond, an individual fidelity bond and a surety bond. (A blanket bond is one obtained by an employer to cover all employees; the individual employee need not apply for bonding, but may have to provide information to support his/her bondability. The other kinds of bonds are described in the Sourcebook.) Go over "Procedures for Obtaining Bonding" with the client and help him/her find a bonding agent or broker, if necessary. You also should be able to direct the client to the local John Howard or Elizabeth Fry Society.

8. Discrimination (Sourcebook, pp. 111-124)

(c) Grounds of Discrimination in Matters of Employment (Sourcebook, pp. 118-120)

Help the client to use the "Grounds of Discrimination in Matters of Employment" chart on page 120. Because legislation and specific regulations vary from province to province, you should have on hand detailed information about the human rights legislation and regulations in your province or territory; the chart may not be enough. You should also know the location of the Human Rights Commission in your area. Help the client to determine whether s/he might have been discriminated against.

(d) Following up on Discrimination (Sourcebook, pp. 121-124)

If the client might have been a victim of discrimination in employment, help him/her to complete the "Following up on Discrimination" form (p. 20 of the Workbook). Make sure the client knows exactly how the alleged discrimination violates human rights legislation or regulations. Explain anything the client does not understand about completing the form. You should caution the client that charges of discrimination in employment sometimes are hard to prove, but encourage the client to take action if s/he really believes s/he is a victim of discrimination. After the client has completed the form, help him/her to get in touch with the Human Rights Commission in your area.

Appendix 1
SOLUTION PLANNING GUIDE

NOTE TO COUNSELLOR: The Solution Planning Guide is intended to help clients identify, assess and choose solutions to employment problems. It also appears in the PLACE Directory.

SOLUTION PLANNING GUIDE

Now that you have identified your employment problems, using the Workbook, your next stage is to find ways of solving these problems. There are three steps in this problem-solving process:

1. Defining the root of the problem;
2. Gathering information about possible solutions to the problem; and
3. Assessing the possible solutions to choose the most suitable one.

The guidelines below can help you to carry out these three steps when planning a solution for one problem. If you have more than one problem, take them one at a time and use the same steps. Watch for possible solutions that come up for more than one problem, since you can use them to kill two birds with one stone.

STEP 1: Defining the Root of the Problem

Having completed the Workbook, you know that you have problems with one or more of its topics. You may already know exactly what is at the root of the problem, as well. For example, if you filled in the Workbook for Part B, you found out which requirements of your occupation you do not meet. Those requirements are your exact needs (e.g. to obtain a driver's licence).

Example:

LICENCES AND CERTIFICATES REQUIRED	YOUR QUALIFICATIONS
List any licences or certificates you must have to work in your occupation.	Do you have these?
a driver's licence	☐ Yes — You meet the licence or certificate requirement. Go on to (c) MEMBERSHIPS. ☑ No — You do not meet the licence or certificate requirement. Check "Licence" or "Certificate" on the "Factors" page of your Summary Sheet. List the type of licence or certificate you need on the "Requirements" page. Then go on to (c) MEMBERSHIPS.

On the other hand, you may still need more information in order to state your exact problem or need in relation to a topic. For example, on the Checklist in Part D of the Workbook, you may have noted that you have a problem receiving instructions. However, you may still need to define that the exact problem is, for instance, not interrupting when someone is telling you what s/he wants you to do.

To find out the exact nature of a problem area you have identified, check back over the relevant section in the Workbook. The individual questions for a topic often pinpoint specific problems or needs. For example, in Part D, you may have checked 3(a)iii. "Communications Skills - Receiving Instructions" on the Checklist. Say you answered "No" to "Do you listen carefully to the instructions without interruption?" under "Receiving Instructions" in the Workbook; that, and anything else to which you answered "No" or "Not Sure" in the same section, is a good indication of your exact problem with receiving instructions on the job. However, make sure you also read the pages in the Sourcebook that are indicated on the Checklist for the topic you checked.

Examples:

iii. Receiving Instructions

When you are being given instructions about your work, do you:

* Stop what you are doing?..... ☑ Yes ☐ No ☐ Not Sure
* Look at the person who is talking to you?..... ☑ Yes ☐ No ☐ Not Sure
* Listen carefully to the instructions without interruption?..... ☐ Yes ☑ No ☐ Not Sure
* Briefly summarize the instructions aloud to show you understand?..... ☐ Yes ☑ No ☐ Not Sure
* Ask questions about points that are unclear to you?..... ☑ Yes ☐ No ☐ Not Sure
* Write down the instructions for future reference?..... ☐ Yes ☑ No ☐ Not Sure
* Once you have gone back to your task, if you are still in doubt about whether you are doing it correctly, do you bring an example of your completed work to your supervisor?..... ☑ Yes ☐ No ☐ Not Sure

ASSESSMENT:

If you answered "No" or "Not Sure" to any of these questions, you need to improve in this area. On your Checklist, put a checkmark beside "Receiving Instructions" [3(a)iii].

From Part B:

2(a) DUTIES OF THE JOB (CONTINUED)

DUTIES REQUIRED	YOUR SKILLS AND EXPERIENCE	MET	NOT MET
8 - Solicit orders and try to secure new customers	- called on prospective customers for my paper route, when in high school	✓	
9 - show samples and catalogue of products to customers, explaining their merit			✓
10 - quote prices, discounts and credit terms	- as sales clerk in dept. store, quoted price and discount info to customers	✓	
11 - arrange deliveries and processing of orders	- delivered newspapers and forwarded orders to circulation dept.	✓	
12 - keep informed of market conditions, product innovations and price changes			✓

lack of experience here would be your exact problem

* If you qualify for a duty, check the "MET" column.
* If you do not qualify for a duty, check the "NOT MET" column.

When you have determined your specific problem or need, describe it in the "PROBLEM OR NEED" column on the SOLUTIONS PLANNING CHART.[1] (If you used Part A/B, describe it on the Requirements page of your Summary Sheet.) Using the SOLUTIONS PLANNING CHART is an easy way to plan methods of solving employment problems or needs and now is a good time to start filling it in.

STEP 2: Gathering Information About Possible Solutions

You now know the specific problem or need that you must solve. The next question is "HOW?". Sometimes, the answer is simple: for example, if you have determined that you need to "find out about and follow formal company policies", you can easily see that the solution is to ask your supervisor for manuals, handbooks and any other information about formal company policies and to follow those policies once you are aware of them. In other words, all you really need may be the tips about following company policies that you found in the Sourcebook. Similarly, in Part C, you can find out how to improve your job search skills simply by reading and following the Sourcebook. Then you may or may not need practice in doing these things; it will be up to you to decide.

If you still need help to solve your problem after you finish reading the Sourcebook, you should refer to the PLACE Directory to Employment-Related Programs and Services. The Directory is the PLACE component that is designed to help you identify possible solutions to employment problems. It contains an "Index" that tells you where you can find information about possible solutions to each of your problems or needs.

Look up your problem area in the "Index" according to the appropriate PLACE topic. For example, say you need to obtain a Grade 12 diploma or equivalent. You would have discovered this need under Part B, 3(a) "Education and/or Training Requirements". Thus, you would look in the "Index" under that topic heading for programs that might help you do so. Once you have identified the programs about which you want to know more, look up the CEIC programs in the "Program Descriptions" section of the Directory. For information on community programs, look up the indicated pages in your community directory (ask your counsellor for this publication) and contact the appropriate organizations. The "Index" may also suggest some general approaches to solving your particular problem or need. Look for the following kinds of information about possible solutions, as applicable:

a) Cost - The cost to you of the program or service (e.g. a fee for the program, the price of necessary materials, etc.);

b) Location - The location to which you would need to go to obtain the program or service (e.g. street, town, etc.);

c) Duration - How long it will take to use the program or service (e.g. one visit, two weeks, three months, a year, etc.);

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1. See p. 140 of this manual for an example.

d) Eligibility Requirements - The requirements you must meet to obtain the program or service (these requirements vary widely, but they often are easy to meet);

e) Starting Dates - Programs can start at specific dates (e.g. September and January), regular intervals (e.g. first Monday of each month) or at any time as needed.

f) Space Available - Some programs can only take a certain number of people at once. Is there room for you now? If not, how long will you have to wait?

g) Effect on Income - Will you have to have a job while you are using the program or service? Can you get financial assistance (e.g. unemployment insurance, a training allowance, etc.) while in the program?

On the CHOOSING SOLUTIONS WORKSHEET[2], fill in the information you gather about each possible solution. You may not need a formal program or service to deal with your problem or need; thus, if you think of any other, less formal solutions (getting a friend's help, for example), list them, as well, with the appropriate details. If you have trouble finding any possible solutions, ask your counsellor for help.

STEP 3: Choosing the Best Solution

When you have finished gathering information about possible solutions to your employment problem or need, you will need to assess each solution and choose the one that is best for your situation. For each possible solution, consider:

a) Will it Solve the Problem?

WILL THIS SOLUTION SOLVE MY PROBLEM OR NEED COMPLETELY? IF NOT, WHAT WILL IT FAIL TO DO?

If you eventually choose a solution that solves only part of your problem or need, you will need another one to achieve what the first one does not. Do not eliminate a partial solution, right now. Instead, beside where you recorded information about it on the CHOOSING SOLUTIONS WORKSHEET, note that the solution will require an additional plan of action and what that extra plan would need to achieve. Later, if you decide that the solution is the best in other respects, you should look for an additional plan of action that would solve the remaining part of your problem by using the same process as you did to choose the first one.

b) My Eligibility and its Availability

i. CAN I MEET THE ELIGIBILITY REQUIREMENTS FOR THE PROGRAM OR SERVICE?
ii. IS THERE SPACE FOR ME IN THE PROGRAM?

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2. See p. 141 of this manual for an example.

If the answer to either of these questions is NO, you probably should eliminate the solution from further consideration. However, before you do so, you should confirm with your counsellor that there is no way you can get into the program.

c) Its Acceptability

i. IF THERE IS A COST FOR THE SOLUTION, CAN I MEET IT? (If NO, ask your counsellor and/or the organization that offers the program or service whether there is a way of obtaining financial assistance to pay the cost.)

ii. WILL I HAVE ENOUGH MONEY TO LIVE ON WHILE USING THE SOLUTION? (If NO, ask your counsellor about grants, allowances and short-term jobs that might help you. If a non-CEIC organization offers the program or service, inquire about similar financial assistance that may be available from that organization.)

iii. IF APPLICABLE, CAN I GET TO THE LOCATION OF THE PROGRAM OR SERVICE EASILY AND AS OFTEN AS NECESSARY? (If NO, see the PLACE Sourcebook, Part E, under "Transportation" for information on how to meet a transportation need.)

iv. WILL THE SOLUTION TAKE AN ACCEPTABLE LENGTH OF TIME?

v. CAN I START THE PROGRAM OR SERVICE AS SOON AS I NEED TO? (Consider both starting dates and space available when answering this question.)

Eliminate any solutions that would be impossible for you to use.

d) Is It Best?

By now, your most preferable solution may already be clear. If so, you can choose that solution and you need go no further. (Note the solution in the "PLAN OF ACTION" column of the SOLUTION PLANNING CHART or, for Part B, on the Summary Sheet.) However, if you still have more than one possible solution to consider, you should decide which has:

i. the lowest cost to you;
ii. the most accessible location;
iii. the shortest duration;
iv. the earliest or most convenient starting date; and
v. the best way of maintaining an adequate income.

A single solution may not have all of the above characteristics. Thus, you should decide on the order of importance of those characteristics. Then, look for the solution that has the ones that are most important. Another approach is to look for the solution that has the most of the above characteristics. Make sure that, even if the solution you choose is not the most desirable in some ways, it is at least acceptable in all respects.

If the solution you choose does not deal with part of your problem area (see 3a, above), now is the time to look for an additional solution for that purpose. See the PLACE Directory and ask your counsellor for help.

Record the solution you chose in the "PLAN OF ACTION" column on the SOLUTIONS PLANNING CHART (or, for Part B, in Section IV of the Summary Sheet).

IF YOU HAVE MORE THAN ONE EMPLOYMENT PROBLEM TO SOLVE, you might be able to find a solution that deals with them all. If not, you will need to find additional solutions; use the process described above to choose them. After you have found a solution for each problem area, you will need to decide the order in which you will use them (unless all the solutions can be carried out at once). To decide on this order, you should consider the urgency with which each problem needs to be solved; and whether one solution has to be completed before you can use another. Number the solutions on your SOLUTIONS PLANNING CHART in the order that you decide.

AFTER YOU HAVE CHOSEN SOLUTIONS FOR ALL YOUR EMPLOYMENT PROBLEMS OR NEEDS, discuss them with your counsellor. The two of you should work out a timetable for carrying out the solution(s). You and your counsellor should also agree on a future meeting to evaluate the success of the solution(s) and to plan what you should do afterwards.

SOLUTIONS PLANNING CHART

You can use this chart to plan ways of dealing with problem areas you have identified. For each topic that you marked on the Checklist, follow these steps:

1. Write the name and number of the topic in the column marked TOPIC.
2. Under PROBLEM OR NEED, describe the specific problem you have with that topic. Use the Sourcebook and/or your answers in the Workbook to help you.
3. Use the CHOOSING SOLUTIONS WORKSHEET (see next page) to decide on a plan of action that will best solve your problem or need.
4. Below, under PLAN OF ACTION, record the plan you choose to solve your specific problem or need. Include any details that you will need when putting the plan into effect (e.g. location, starting date, special arrangements you should make).

If you have more than one problem area or need, you should choose a plan of action for each one and number the plans in the order in which you should carry them out.

TOPIC	PROBLEM OR NEED	PLAN OF ACTION
Example:		
3(a)III. Communications Skills - Receiving Instructions	listening to instructions without interrupting	Basic Job Readiness Training, starts Jan___, 198__, 124 O'Connor St., arrange for training allowance

CHOOSING SOLUTIONS WORKSHEET

You can use this worksheet to assess plans of action and to choose the one(s) that best meets your needs. If you need more space than is provided, use a plain sheet of paper.

1. Under TOPIC, write the name and number of the PLACE topic for the problem or need.
2. Look up the topic in the PLACE Directory. There, you will be referred to information about possible solutions.
3. Below, under POSSIBLE SOLUTIONS, note the programs or plans of action that might solve your specific problem or need. For each possible solution, include the following kinds of information, if applicable: cost, location, duration, eligibility requirements, starting date(s), space available in program and effect on income.
4. Choose the solution that is best for your situation. Consider the information you gathered about each plan, as well as issues such as how urgently you must solve your problem and whether a given solution might solve more than one problem at once.
5. On the previous page, record the solution(s) you choose.

TOPIC	POSSIBLE SOLUTIONS
Example: 3(a)III. Communications Skills - Receiving Instructions	- Basic Job Readiness Training Cost: None - sponsored by CEC Duration: 12-16 weeks Start Dates: 1st Monday of each month Effect on Income: can get training allowance up to $60/wk. Location: _____ College 124 O'Connor St. Eligibility: 19 yrs. old, out of school 2 yrs. Space Available: takes 8 wks. on a waiting list - Work Adjustment Training Cost: None - sponsored by CEC Duration: 16 weeks Start Dates: 3 wks. after a suitable employer is found Effect on Income: can get a training allowance up to $60/wk. Location: premises of an employer Eligibility: 19 yrs. old, out of school 2 yrs. Space Available: an employer to participate has to be found

(continued...)

Appendix 2
BACKGROUND READING FOR PREPARING TO USE PLACE WITH CLIENTS

BACKGROUND READING FOR PREPARING TO USE PLACE WITH CLIENTS

In order to prepare yourself to help clients set goals and identify alternative plans of action for dealing with employment problems that they have identified by using PLACE, you should read "Client-Focussed Counselling Objectives" (included in this manual on p. 145), and the following:

- Dyer, W. and Vriend, J., "A Goal-Setting Checklist For Counsellors", Personnel and Guidance Journal, April 1977, pp. 469-471

- Mager, R.F., Preparing Instructional Objectives, Fearon Publishers, Belmont, California, 1975

CLIENT-FOCUSSED COUNSELLING OBJECTIVES

OR

HOW WILL YOU KNOW WHETHER YOUR CLIENT GOT WHAT HE NEEDED?

Bruce Rosove
Advanced Development Division
Occupational & Career Analysis
& Development Branch
Canada Employment and Immigration
Commission

January 1977
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Client-Focussed Counselling Objectives

This paper describes how to prepare counselling objectives that are client-focussed. You may, however, wonder why anyone would want to prepare such objectives. Here are just a few of the advantages such an approach offers:

1. The preparation of counselling objectives has been shown to improve the effectiveness and usefulness of counselling to clients.[1]

2. Having prepared an objective, both client and counsellor can state clearly and therefore know precisely what the other expects to accomplish in the counselling process.

3. The manager or supervisor of a counselling unit can conveniently find out what a counsellor hopes to do for any individual client.

4. It is possible to show anyone with a legitimate interest in the counselling services of an agency what that agency is trying to accomplish and whether it is having success in its attempts.

Now, what exactly is a client-focussed counselling objective? It is a statement of what a specific client will be able to do or what resource a client will obtain as a result of the strategies the counsellor and client will use. These objectives are best prepared jointly by the client and counsellor. There are four basic rules which help to ensure that the objectives are well prepared. What follows is a statement and discussion of each of these guidelines.

Preparing Client-Focussed Objectives

1. They must be stated from the point of view of the client and relate to a problem that is real for the client.

2. They must be observable and/or measurable.

3. They should specify the conditions under which the client will obtain the resource or perform the activity indicated.

4. They should specify the minimum acceptable level of performance by the client or the minimum acceptable amount of the required resource.

Let's look at each of these rules separately.

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1. Calsyn and La Ferriere, A Study of the Therapeutic Effects of Goal Attainment Scaling as reported in PERC, Volume VII, Number 1, January-February 1976.

1. Counselling objectives must be stated from the point of view of the client.

What exactly does this mean?

First Counsellors (or clients) must write the objective in terms of what the client needs and must achieve to alleviate his/her problem.

For example - John (the client) will obtain work tools.

The important point here is that the objective describes the result that will be achieved as a consequence of the combined efforts of the client and counsellor if the strategy that will be employed is to be a success. Anything less than obtaining work tools is not a success.

Notice that we didn't say the counsellor will buy work tools for the client. Or the client will visit the store that sells tools. We are defining the result of the counselling process, not the process itself. Please remember the process is only as useful as its result. Think about the doctor who performed a successful operation but in the meantime his patient died. In this example, the doctor lost sight of his objective, which was to make the client well. Instead he concentrated on the process (the operation) but the client died. The process was a success but the result was not particularly useful to the client.

Second The objective must be written in simple, easily understood words that will be readily comprehended by the client. Abstract concepts and difficult words should be avoided. If you aren't sure that the client will be able to understand the objective, it usually should be rewritten. Examples of the desired behaviour are often the best method of ensuring that the client understands and agrees to the objective.

Third In preparing the objective, it is desirable that the client perceive it as being of value to him. This is best accomplished by involving the client in the identification of the problem and its solution. The actual preparation or development of the objective is usually best left up to the counsellor.

Here is another example of an objective that meets this first guideline.

The client will identify prospective employers.

Notice again that the objective describes what the client will do.

2. Counselling objectives must be measurable and observable.

The following is a list of words that are observable and measurable.

state	obtain	identify
construct	list	repair
choose	sketch	describe
find		

All of the above words are action words. They describe an activity that can be seen.

The following words should be avoided. They cannot be measured directly by observation.

understand	know	learn
appreciate	study	internalize
motivate		

These words describe something that takes place inside the client. At the moment we aren't able to measure this internal activity. It is not observable. Since our only method of discovering whether, for example, people "know" something is to observe them doing something which indicates their understanding or knowledge, it is much more useful, and precise, to state what will be evidence of knowing or understanding.

Client-focussed objectives are designed to define what activities will show that a client does, for example, know, understand and appreciate. Thus, instead of writing an objective such as:

"The client will understand how to obtain work tools".

One might write:

"The client will obtain work tools."

Another example:

Instead of:

"The client will understand the use of want ads in searching for work."

One might write:

"The client will identify prospective employers by using want ads."

It is possible to observe whether the client has obtained his work tools or identified prospective employers. But unless they do these things, we won't know whether they understand how to do them.

In short, we can only determine our degree of success by observing the behaviour of the client. We deduce the client's state of understanding from his observable behaviour.

These first two rules are essential. Client-focussed objectives must be written from the point of view of the client, and they must be observable and/or measurable. The last two rules are highly desirable in counselling objectives, but in some cases they can be relaxed a bit.

3. Counselling objectives should specify the conditions under which the behaviour will be performed.

If we are to measure the effectiveness of the help provided by a counsellor to a client, it seems only fair to specify under what conditions the client will perform the desired activity. This serves to make the objective more precise.

For example:

"John will obtain work tools."

....can be made clearer by saying:

"Using the services of the Welfare Department, John will obtain work tools."

or

"Given special funds from a voluntary agency, John will obtain work tools."

Similarly, the example:

"The client will identify prospective employers."

would be clarified by saying:

"The client will identify prospective employers using want ads."

Other examples of conditions which can be specified are:

- using a checklist.
- in a quiet room.
- in a noisy room.
- given the help of the local Welfare Department.
- given a list of job orders.
- in spite of discouragement by...

Thus, conditions can be either helpful or a problem. It is sometimes useful to indicate in the objective whether the condition will help or hinder the client, as in the last example.

Sometimes it is difficult to predict the conditions under which the client will have to achieve the desired result. In these cases, it may be necessary to be less precise than indicated here. It may be possible to list the various possible conditions. However, if this is not possible, it will usually be assumed that the conditions will at least not be seriously debilitating to the client.

4. Counselling objectives should specify the level of performance considered acceptable.

How well will the client have to do in order to have met the objective? Client-focussed objectives should be written so that they indicate as precisely as possible how well the client should be able to perform an activity. Let's use the examples we've been following throughout this paper to illustrate this.

For example:

"Using the services of the Welfare Department, John will obtain work tools."

...can be made clearer by saying:

"Using the services of the Welfare Department, John will obtain all of the work tools he requires in order to hold a job as a carpenter."

If you and your client wished to be even more precise, you could list precisely which work tools were required.

"Using the services of the Welfare Department, John will obtain the following work tools which he requires to work as a carpenter:

- hammers (2)
- nail apron (1)
- saws (4)
- crowbar (1)
- work boots (1 pr.)
- safety helmet (1)
- work gloves (1 pr.)
- warm coat (1)".

From this last list you can see that what our client and counsellor meant by work tools could be interpreted in a great variety of ways, only one of which was what was intended by the authors of the objective.

Let's look at the other example we've been using.

"The client will identify prospective employers using want ads."

The objective can be made clearer by saying:

"The client will identify at least three prospective employers using want ads."

This could be made still clearer by specifying what types of employers or during what time period the employers will have to be identified.

For example:

"Each week the client will identify at least three prospective employers of electricians located within the city limits."

These examples show how the precision of the objective can vary quite a lot. It is up to the client and counsellor, or sometimes the supervisor, to decide how exact the objective should be. Generally speaking, the more precise the better; however, the more precise the objective, the longer it will take to prepare.

A Word on Style

The examples that have been used through this paper have been written form the point of view of what the client must accomplish and this was intentional. In many counselling situations, however, it is more reasonable to state the objective as a definition of the client's problem. Thus instead of saying "The client will accomplish X or Y" it is often more convenient to say "The client requires X or Y."

Thus, in our two examples:

1. John requires work tools in order to hold a job as a carpenter. Using the services of the Welfare Department, he should be able to obtain them.

OR

John needs the following work tools in order to hold a job as a carpenter:
- hammer (2)
- nail apron (1)
- saws (4)
- crowbar (1)
- work boots (1 pr.)
- safety helmet (1)
- work gloves (1 pr.)
- warm coat (1)

Using the services of the Welfare Department, he should be able to obtain them.

2. Each week the client needs to identify at least three prospective employers of electricians located within the city limits using want ads.

The style used in preparing counselling objectives is best left up to their author. They must always meet the first two guidelines outlined at the beginning of this paper and they should usually meet the last two as well.

Summary

All client-focussed counselling objectives are stated from the client's point of view and in measurable and observable terms.

Client-focussed counselling objectives should be articulated with as much precision as possible. Thus, they should state the conditions under which the client will achieve the desired result and the minimum acceptable standard of that result.

The objectives can be written in a number of styles, but often it is most convenient to state them as the requirement of the client.